

SCHOOL LIFE



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The U. S. Office of Education,
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SCHOOL LIFE is published monthly (except in August and September) during the school year, by the U. S. Office of Education, Federal Security Agency.

Its purpose is to present current information concerning progress and trends in education; report upon research and other activities conducted by the U. S. Office of Education; announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing has been approved by the Director of the Budget.

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Editorial

In a War-Torn World

IN A FEW MORE DAYS, literally millions of our citizens will participate in what has come to be known as American Education Week. During that period, November 5-11, the Nation's spotlight is thrown upon the schools, the colleges, the universities, and the other educational agencies that encourage understanding and the pursuit of knowledge.

In times of emergency and great national need, these educational agencies never fail to offer themselves for extraordinary services. They never fail, even against the roughest winds, to keep the light of education burning—that civilization shall not die.

Today in a war-torn world, as we approach another American Education Week, I can conceive of no extraordinary service that could be more important for our schools and colleges everywhere than that they initiate a most vital program of Nation-wide public discussion and study of this crucial question: What policies should our American democracy pursue in a war torn world?

Decisions of transcendent importance will undoubtedly be made during the next few weeks. The immediate question concerns neutrality. It is highly important to the welfare of our people that this issue be thoroughly understood. There are real differences of opinion. It is not the duty or right of educators to dictate which opinion is right or best. But it is the responsibility of educators to promote the widest possible study and serious discussion of the problems involved and the alternative proposals to the end that whatever opinion prevails shall be based upon understanding and knowledge rather than upon passion and prejudice.

National unity is based on common understandings of common problems. When action is demanded by emergency circumstances, unusual plans must be made to speed up the process of education by which understanding is achieved. In the present situation the American people in thousands of small local groups could well be called into continuous weekly sessions to counsel with one another with the help of the most competent leadership available. The school and the university halls should be lighted nightly for

adult study and discussion. Libraries should be pressed into service to bring these groups the best available data and material.

It will cost something to organize the thinking power of the people in thousands of forums and discussion groups. To do this, leadership and management are required. I have urged on many occasions that the local authorities in public education should be given some Federal aid for this important program of citizenship education. But whatever is done immediately to meet the unusual demands of the hour for enlightened citizenship must be planned and organized with local budgets or special funds to be found in the localities.

This enlightenment is so important to us at this critical time that we cannot afford to let a rigid budget stand in the way. Almost every educational institution can readjust its budget to make such a program possible. Important and significant activities being pursued must sometimes be postponed or reduced in the interest of an emergency need.

During the past few years, with the assistance of the Office of Education, scores of communities have demonstrated practical plans for school-managed community-wide public-discussion programs. This Office has collected the experience of many demonstrations in community-wide forum planning. Most of the educational administrators of the Nation have in their files publications which outline plans for local programs that have worked under different conditions. The Office, as a part of its services, is prepared to act as a clearing house for an exchange of reports of local efforts in this field.

What policies should our American democracy pursue in a war-torn world? If American Education Week, followed by such a vital program of Nation-wide public discussions, can help answer that question, education will again have kept the light burning—that civilization shall not die.

J. W. Studebaker

U. S. Commissioner of Education.

This Month's Authors Say:

Some who advocate subordination of education to general government declare that they desire to leave the conduct of education to the teaching profession. All they ask is that there be one public budget. Control of the budget, however, is an essential function of the local school board. A budget is a statement of educational policy in financial terms. Those who control the budget have the last word regarding educational policy.

The trouble is that many educators do not realize that they are engaging in politics—of their own brand—when they limit the number of polling places at school elections, when they make appointments according to the fraternal or religious affiliation of the appointee, when they use parent-teacher groups as fronts for political purposes, or when they engage in a deliberate sabotaging of labor and minority groups.

The common people of every race and nationality, once they enjoy the fruits of modern technology in a free environment, can be expected to sow the seeds of the new freedom in the old world soil from which they sprang. This worked once, and dynasties were dethroned. It can work again.

While the public school can be concerned neither with theology nor sectarianism, it does seek to instill in every child sound ethical judgment and a true philosophy of life. These are as much a part of the educative process carried on at public expense as the teaching of any academic discipline.

That preparation for vocational success as a part of the total educational job is no longer seriously questioned. Vocational education should be thought of as an integral part of the program made available for all young people. There is no good reason why, in its administration, this phase of educational opportunity should be separated from general education.

An education for democracy cannot, in my opinion, confine itself to children and youth in formally organized schools. It must be geared to reach a significant body of the adults who will actually determine public policy during the next decade. A large proportion of these citizens were educated in formal schools when the world and its problems were not what they are today.

The service rendered by the library is, after all, the real test of the worth of a library in a teacher-training institution. It is a question not only of quantity of use, but also of quality, because a library may be doing a large volume of business, and yet in quality be doing nothing more than a college rental bookstore would do—simply passing books over the counter upon specific requests for course material.



This Month's Cover

The official poster for Book Week is reproduced on SCHOOL LIFE's cover page this month.

Fifty Years in Education



Harris & Ewing.

Anna L. Burdick.

★★★ Mrs. Anna Loror Burdick, who for the past 22 years has been agent for trade and industrial education for girls and women, first with the Federal Board for Vocational Education and more recently with the United States Office of Education, retired from Government service September 30 after completing 50 years of continuous service in the field of public education.

Mrs. Burdick, who has visited every State in the Union many times over and has visited many European and Latin-American countries, Hawaii, and Alaska for the purpose of studying educational movements, has been a pioneer in the field of industrial education for girls and women.

Born in Iowa, Mrs. Burdick received her early education in the public schools of Burlington and graduated from the University of Iowa with the bachelor of science degree. She also pursued advanced studies during several summer sessions at the University of Chicago and Harvard University.

Prior to her service with the Federal Board for Vocational Education, which began November 17, 1917, Mrs. Burdick was successively a teacher in the Decorah (Iowa) High School; principal of the high school and superintendent of schools, Iowa Falls, Iowa; teacher of English, West High School, and director of vocational guidance, Des Moines, Iowa. For 5 successive years she was a member of the faculty for the summer session at Iowa State College at Ames.

In addition to her service in the educational field, she has been identified from time to time

with activities carried on by city, State, and national welfare organizations. As director of the vocational guidance work in the public schools of Des Moines, she was the first person to bear that title in any public-school system in the United States.

Mrs. Burdick has made numerous surveys, State and local, in the fields of general education, vocational education, and guidance, and is the author of a number of publications on these phases of education as carried on both in this country and abroad. Because of her interest in these fields, also, she has been a member of many State and national educational and professional associations. Following retirement, she will devote her time to the work of the Lalor Foundation, a foundation for the promotion, advancement, and dissemination of scientific research and for the encouragement of the arts. She is vice president of that foundation.

In his announcement of Mrs. Burdick's retirement from her position as agent for trade and industrial education for girls and women in the Office of Education, Commissioner of Education, J. W. Studebaker, commended her accomplishments as follows: "No better appraisal of Mrs. Burdick's service in the field of education could be given," he said, "than that found in the citation presented by President Robert Clothier of Rutgers University in conferring on her the honorary degree of doctor of letters last year. President Clothier's citation reads as follows: 'Your conception of the task of the educator has been that of the sculptor fashioning a masterpiece from crude material, using the tools of inspiration, discipline, patience, and example. You have realized that education is not only of the intellect but of the whole personality. Especially have you concerned yourself with sociological problems in the field of public education and with the development of occupational opportunity for women.'

Among the many national organizations with which Mrs. Burdick is associated, serving on committees and councils, are: The National Occupational Conference; American Women's Association; National Committee on Prisons and Prison Labor; Young Women's Christian Association; National Committee on Household Employment; National Federation of Business and Professional Women's Clubs; National Vocational Guidance Association; American Vocational Association; Alliance for the Guidance of Rural Youth; National Trade Union League of America; Southern Mountain Workers Guild; Education of Women for Public Affairs in a Democracy; Council of Youth Agencies; and American Association of University Women.

In 1938 Mrs. Burdick represented the Office of Education at the International Conferences on Education held in Geneva, Switzerland, and in Berlin, Germany.

Education Moves Democracy Forward¹

by J. W. Studebaker, U. S. Commissioner of Education

★★★ Enlightened civilization is seriously menaced by new forms of old despotisms. The freedom and the dignity of human beings are now threatened by dictatorship. The World Congress on Education for Democracy is one of the significant signs of a rising determination to halt the retreat of popular self-government. We make bold to sound a call for a forward march of the democratic movement. And we declare that our institutions of education have a dominant role to play in preparing citizens for progress under the conditions of freedom.

In helping democracy to move forward, we have at hand a marvelous educational organization. We do not have to start from scratch; nor is it necessary to junk a large part of what has been created. In buildings and modern equipment, recognizing the deficiencies and sectional disparities which we deplore, we are nevertheless in the lead among civilized nations. The constant demand of our leadership for better facilities for mass education is responsible for this advanced position. We have more than a million trained teachers, supervisors, and administrators now engaged in operating this vast educational agency. These professional people have developed the schools through experimentation carried on in an atmosphere of free criticism and discussion.

Educational plans have been applied to the enlightenment and training of learners in hundreds of areas of interest and to meet manifold human needs and problems. The room for improvement in methods and plans is great, but let us not overlook the gains we have made in the past few decades.

Democracy—A Way of Living

Education will not move democracy forward by merely teaching courses of study concerned with the democratic philosophy and principles. Such courses are necessary, but the everyday teaching that is done in all sorts of fields from arithmetic to home economics, from physical training to psychology is pertinent to our problem of making democracy work. For democracy is not an election-day matter concerned merely with local, State, and National Government. It is a way of living—of getting along together—in groups of all kinds, in families, in associations, in unions and business organizations.

Take note for a moment of the variety of ways by which institutions of education seek to prepare people for more successful living in modern society. The teaching of the tool

subjects—reading, writing, and figuring—is education for democracy, the most fundamental kind of teaching we do; for it is the basis for lifelong, self-education. The proper teaching of reading and writing gives meaning to the concept of free press and freedom of expression. In the emergency adult education program during the past few years, more than a million adults have been taught to read and write, to be curious to know more of the truth, and to express themselves freely. This is education for democracy; for it makes more secure the foundations of the Republics which depend for their stability on a literate electorate. We have a job ahead of us in this area—to eradicate illiteracy altogether. But we have won most of the field in this phase of education, and, therefore, we enjoy the practical asset of widespread literacy.

Citing a Few Examples

One does not have to describe the full range of the modern curriculum, with which we are all more or less familiar, to demonstrate the elaborate design we have already made for education in keeping with the spirit of democratic America. Nor does one have to justify all of the practices and pedagogical procedures in vogue to claim that organized education is making a mighty contribution to the democratic way of life today. With all its faults and inadequacies, this educational system of ours is worthy of our pride. I shall cite only a few examples to justify this pride:

Our educational systems have taken over much of the responsibility for vocational training. People with skills and technical knowledge capable of functioning efficiently in industry, business, and agriculture are needed in any society but most of all in a democracy. Our schools have undertaken to rehabilitate and retrain workers at various ages to meet new situations; to prepare people for public service in all lines of public enterprise, and to give specialized education to the handicapped. They seek to raise the cultural level by providing training to both youth and adults in music and the fine arts, in writing and literature, in architecture and home decorating. They have entered such realms as safety education, health, and dietetics. Family problems and education for homemaking are put in a new setting by the conditions of modern life and are increasingly emphasized in school courses.

Preparation of foreign-born people for naturalization is still another function of the schools and certainly is a direct form of education for democracy. Civic education and the social studies are looming larger in educational plans as we experience the need for more enlightened citizenship to

meet more complex problems. And we are now recognizing that adult civic education is a basic necessity in a changing social and economic order.

More and more the school is becoming a place where democracy is practiced. There are problems on the child level which children can solve by the democratic process. An ever-increasing measure of student self-government in schools is training for more genuine and effective participation in government after school. School administrators are recognizing too that the democratic method of school administration not only produces better results in the management of the schools, but serves to stimulate democratic procedures in the relationship between the teachers and their pupils. The old adage, "We learn to do by doing," is nowhere more applicable than in a democratic society.

If there is one area where the institutions of education in America have made a more profound impact on the life of mankind than another, it is in the field of science. During the past 100 years, scientific research and study have revolutionized human existence. So far as science and technology are concerned, we have now created the tools and means of production for wiping out poverty and want and enabling every human being to enjoy a standard of material well-being and convenience known only to the aristocracy a century ago. We made this scientific advance under the impetus of democratic freedom. The scientific method of research and experimentation, of absolutely free inquiry, is the fruit of the democratic way of life. It cannot flourish except under conditions of freedom. And the end objective of science is to increase the freedom of the common man to harness the elements and forces of the natural world to his needs and plans.

But our remarkable success in the field of scientific knowledge has created a dilemma. We must use this new knowledge actually to benefit the common man by creating a widespread and stable prosperity, or we may lose our democracy, the very mother of science. We need at this moment in history to devise ways of bulwarking democracy with more adequate education primarily, because, in their social policies, democracies, to some extent, have failed to keep up with science.

Problems of Technological Age

If we are going to achieve even greater success in our plans for education for democracy, we shall have to see clearly what threatens democracy. There is a tendency to mistake the effect for the cause and to deal with symptoms rather than with the malady itself.

¹ Address delivered before the Congress on Education for Democracy, New York, N. Y., August 17, 1939.

The boastful propaganda of the totalitarian regimes is not the basic menace to democracy. Fundamentally, self-government is being undermined by its failure to solve the crucial problems of the technological age. Ten million unemployed, vast farm surpluses, unused plant capacity, waste and destruction of surpluses, widespread and utterly needless poverty in the presence of scientific power for unprecedented productivity—these are the factors which threaten democratic life.

Let us not delude ourselves with the naive notion that people in some countries have lost their freedom because they welcomed regimentation and concentration camps as desirable things. They lost their freedom because they did not know what to do about the practical issues which the new technology has created. They did not know how to employ themselves at constructive enterprise to secure the prosperity which modern science promises. They were easy prey for those who offered them scapegoats to explain their plight and promised to save them from humiliating insecurity and poverty.

Unless people understand the source of their most serious difficulties and experience some success in using democratic procedures to overcome the modern crisis, they are likely, so to speak, to "jump from the frying pan into the fire." For the trend toward dictatorship feeds on despair and fear. People do not choose to be dominated and regimented; they do not choose mere theories and ideologies; they choose leaders. Leaders, regardless of how they rise, can exercise arbitrary power and establish dictatorships if the people are sufficiently divided, frightened, and ready to admit they do not understand their problems. Leaders with good propaganda machines can gain popular support for proposals that will not work. They can turn the fury of frustrated people against racial and religious minorities. But they can do this only if the people are not enlightened on modern problems. Laws may be drafted to restrain arbitrary power and constitutions worded to protect civil liberties, but democracy will last only as long as the people themselves have confidence that they can make it work. Some very fine constitutions modeled after our own have become scraps of paper since the beginning of the great depression.

Social and Economic Issues

Education for democracy, therefore, is basically concerned with the social and economic issues which have been put up to us by the machine empire. Our organized education must be the instrumentality by which modern people may learn to make the machines run for the general welfare. Unemployment, surpluses, foreign trade, social security, housing, money and credit, wages and hours, conservation of natural resources, taxation and purchasing power—these are fundamental matters requiring the constant attention of the schools, colleges, and adult groups. Under-

standing such problems, people will be able to select competent leaders and give them enlightened cooperation. If people generally are well educated in the social-economic problems, they will withhold their support from the incompetent and from the fanatics.

If people by and large can be brought to understand the nature of modern technology and be disciplined in the art of critical discussion, they will not be so likely to follow any leader who puts up scapegoats and blood-theories as substitutes for a solid consideration of practical problems. We are off on the wrong foot, it seems to me, if we satisfy ourselves merely with propagandizing people on the desirability of democracy. It is not democracy that is in question in the minds of many; what they are worried about is the economic and social system which fails to give them opportunity and reasonable security.

It is well to note that not one of the little dictators we have thus far spotted in the American scene is begging for recruits to overthrow democracy. They are shouting slogans like these: "America for Americans!" "Social Justice!" "For a White Gentile America!" They are ultra-patriotic and quote the founding fathers. They are telling us that we suffer because the politicians we have selected do not know what to do, because they are corrupt, because foreigners have taken too many jobs, because international bankers are in control, because of the Jews or the Negroes. These are the same demagogic appeals and slogans that have created support for the dictatorships. They can be effective here only if the people do not understand the causes of the economic crisis and the nature of the new era of technology. Let us take warning from the realities of the situation, and muster the forces of education where the real attack should be made.

In my judgment, this magnificent public education system of ours must vastly increase its efforts in this social-economic field and improve its methods. The leaders of the profession through policy commissions and books have pointed the way. It has been one of the chief concerns of the United States Office of Education in the past few years to promote civic education, not because other phases of education are not vital and important, but because civic enlightenment is now of crucial importance. Without it we shall lose the freedom to educate in any sphere and slip back into a dark age of partisan domination and severe restriction of the learning process itself.

An education for democracy cannot, in my opinion, confine itself to children and youth in formally organized schools. It must be geared to reach a significant body of the adults who will actually determine public policy during the next decade. A large proportion of these citizens were educated in formal schools when the world and its problems were not what they are today.

This era of the new technology, which only began its real upward sweep in the last

75 years, is making changes in our ways of living with increasing speed. We suffer because in our social understanding we have lagged behind its swift development. We cannot afford to wait until the next full generation of youth comes to power. We, the adults, who vote and express public opinion today must understand these things and the public schools must help us.

Some school systems dodge the controversial issues, the undecided, the debatable problems, as a plague. They stay at a safe distance from the matters which perplex most people. The result is a certain cynicism about education. It seems unreal to practical people who are concerned with vital questions. They wonder what education is good for if it cannot help us to discover the source of our troubles and to dispel the growing confusion. They begin to question their faith in education. Once the leaders of democracy and the common people believed in education with almost religious fervor as a means of making people fit citizens for self-government. Later they looked upon it with admiration as a means of preparing people for the better paid skilled jobs and the professions. But now that the jobs are scarce and the educated are sometimes as helpless in finding a market for their training as the uneducated are in finding an employer for their labor, people are turning back to the original idea that education should help men learn how to meet just such problems through self-government. The continuing faith in education depends on how effectively the schools meet this expectation. They dare not dodge the basic problems on which we need the light of learning which comes from organized study and discussion.

Must be Free to Study

The reluctance of some educators to promote the vital study of complex modern problems seems to be based in part upon the fear of criticism and attack from certain elements in the community opposed to free discussion. School administrators are conscious of the forces in their communities which will oppose any consideration of controversial subjects unless the teacher, professor, or discussion leader will indoctrinate a point of view satisfactory to these forces. Now, of course, you cannot explore important controversial questions in the spirit of modern science, if the learners and the teachers or discussion leaders are not free to study and discuss all pertinent ideas, beliefs, and conclusions. Knowing that it is this freedom to get at issues which is feared by certain very vocal elements in the community, educators sometimes feel it necessary to soft-pedal the consideration of the controversial or to eliminate it altogether. In some places, school boards or legislatures have specifically banned the teaching of controversial problems.

Now I hasten to add at this point that the record is encouragingly full of cases, representing a large majority of communities, where

the educational authorities feel quite free to pursue the study of controversial questions. However, the places where this is not the case are sufficiently numerous and the trend toward censorship is sufficiently pronounced to warrant a serious consideration of this problem. In this connection, it is well to point out that I am perfectly aware of the fact that a few teachers who have asked for the right to impose their own views on the learners have complicated the problem. But I am not prepared to give ground to any censorship of the learning process or any dodging of significant problems presented at the proper age-levels simply because a few teachers have used or may in the future use their positions unfairly. *The answer to this problem is not to deprive the learners of the opportunity to learn, but to train the teachers to teach and let those who want to preach go into politics, or some other group with particular sets of vested interests.*

The objections to freedom of study and discussion in the field of the controversial are not, so far as I am able to discover, a majority expression of popular convictions. The objections come from individuals who many times speak in the name of organizations whose members have never given them any authority to represent them on such problems. They impress school boards and educational authorities that have no adequate assurance that those pressure groups cannot bring powerful influences to bear if their objections are not somehow accepted. Again, objections come from minority organizations which have passed resolutions on the subject. Those who raise objection to free discussion of the controversial are usually the very ones who do not want their bit of "absolute truth" critically examined. We know that propagandists whose propaganda will not stand very much investigation do not like to see the schools and colleges submit propaganda to the processes of free and critical inquiry. Even if they think their propaganda is perfectly sound, they know that it is easier to get it accepted if people do not consider the pros and cons.

Local Units to Parallel

Something definite can be done about this problem of free examination of the controversial. The great national organizations in the World Congress on Education for Democracy representing as they do the majority voice in the communities of America, can guarantee to the schools and colleges the public confidence they need in order to educate for democracy. Local units of these organizations can repudiate attempts of individuals and minority or even some majority groups to high-pressure the teaching profession into silence and to intimidate with the threat of budget cuts. They can parallel the national congress with hundreds of local councils for democracy determined to take a continuing interest in the educational institutions, and to encourage them to come to grips with modern problems.

Freedom to Learn

They might say to school boards or superintendents of schools or university authorities something like this: "We represent the basic organizations of our community. Each of our organizations has appointed a member of this council to act as a sort of liaison officer. The council is a democratic body and not the tool of any special interest. Its members are pledged to keep their respective organizations informed about educational matters in our community. And particularly, our organizations, having discussed the problem thoroughly, feel that we all have a stake in the free study and discussion of the important controversial issues. We want to see your teachers link up the subject-matter courses with modern problems. We want them to keep uppermost in the minds of all of us, youth and adults, this fundamental question: 'What is in the interest of the greatest number?' We want teachers and professors to know that if they do a sincere and honest job of promoting fair study and discussion of crucial issues, this council stands behind them. And when there is a close case, we would like to see what evidence there is against a teacher or professor before he is dismissed for poor teaching. The freedom to learn is so vital to the future of democracy, it is so precious to us individually, that our organizations have banded together to try to exercise a majority interest in it. And one other thing, we want to work with the schools in promoting the greatest amount of well-guided free discussion of the problems of democracy that can be reasonably developed." Something like that from councils representing various organizations in the local communities would be a good long practical step toward making democracy move forward.

But these organizations can do something else that is very important. Cooperating on a minimum program, they can go to the budget-appropriating bodies, and perhaps say something like this: "We are not some special interest group either wanting larger budgets for education or reduction of the taxes for school support. Rather, we represent a very large majority of the people who want the schools to do their job well, and we want them to have enough money to do that. We know that there are practical considerations and that you cannot provide enough money for education to do every desirable thing. But we want to see the relationship between the budget and the program. If anybody wants to cut it seriously, we want to see not only how much money is to be saved but how much education is going to be lost. We are prepared to get this matter thoroughly understood by our organizations. This is the best way we know to make representative government work in the majority interest." And that would be another good, long step toward making democracy move forward.

It appears increasingly clear that either democracy does move forward or it will be pushed backward. If it pursues policies that

progressively meet and solve basic problems it will not only move forward in the nations where it now prevails but it will begin to drive back the encroaching barbarism.

No Middle Ground

Because we see that there is no middle ground between a definite advance and further retreat, we not only seek to halt the advance of antidemocratic forces but at the same time we aim to put in motion the forward movement of democracy. Our task is to prove to ourselves and to the skeptical world that free people can catch up with science and harness it to their majority interests; that complex problems can be solved through deliberative methods and through free expression of public opinion. Such a demonstration will release us from a sense of uncertainty, from any degree of the inferiority complex. The appeal of propaganda depending on fear and the failures of democratic peoples will be negligible. With this renewed confidence in self-government, growing out of our philosophical convictions solidly built on practical achievement in overcoming the crisis, we shall then be in a position to renew the nineteenth century movement of a world-wide liberation.

The success of democratic peoples in meeting the new conditions of the twentieth century, attaining the good life which the new instruments have made possible, will constitute a convincing argument against all fanaticism. In the same way that the nineteenth century "land of opportunity" aroused great hope in the hearts of depressed people, encouraging them to throw off the yoke of feudal monarchy, a twentieth century demonstration of democratic success will arouse regimented people, encouraging them to break the chains of dictatorship. The democracies can defeat totalitarian regimes by the powerful and peaceful weapon of a success story—a story which can penetrate the most skillful censorship. Nor will it be necessary to subsidize the spread of a democratic success story. The news of diffused and general prosperity, realized under freedom and respect for human rights, requires no propaganda machine to give it world-wide currency. The common people of every race and nationality, once they enjoy the fruits of modern technology in a free environment, can be expected to sow the seeds of the new freedom in the old world soil from which they sprang. This worked once, and dynasties were dethroned. It can work again.



State Department Publication

The name, residence, rank, jurisdiction, and date of recognition of consular officers in the United States are given in Department of State Publication 1295, *Foreign Consular Officers in the United States, January 1, 1939*. 15 cents from the Superintendent of Documents, Washington, D. C.



★★★ Our system of public education, like our system of representative government, serves all the people and belongs to all of us. Both education and government seek to promote the common defense, to provide for the general welfare, to preserve the blessings of liberty and to assure justice to all. Education, therefore, is not an activity that pertains merely to children and school teachers. Wage earners, farmers, housewives, businessmen and professional workers all share in the benefits that public education affords and should assume certain obligations toward it. The purposes of education are their purposes; its achievements are their achievements; its shortcomings are theirs to deplore or to remedy. Because of these shared responsibilities and shared benefits, citizens in every walk of life are giving increasing attention to educational problems, recognizing such support and interest as one of their most important civic responsibilities.

Among recent preliminary efforts to effect a meeting of minds between educators and civic leaders regarding vital educational problems was a conference between members of the Educational Policies Commission and national representatives of organized labor, farm groups, women's clubs, business, religious and national groups. These citizens met last May to discover a common ground in their respective efforts to understand, improve, and support public education. The groundwork of the discussion was formed by the proposals and recommendations of the Educational Policies Commission on behalf of the organized educational profession. This article is in a sense a follow-up of that meeting, with special reference to three of the lay groups represented—business, labor, and the religious ministry.

Whose Education?

by William G. Carr, Secretary, Educational Policies Commission

A Joint Problem

The conference of representative laymen and educators agreed that the responsibility of public schools to our democracy is not thoroughly understood by our people today, and that the development of such understanding is a joint problem of the teaching profession and the American people. It was agreed that the time has come to make our people more conscious of the mission of education than they have been since the great battles for free schools a century ago. Out of such an educational awakening, it was agreed, a better program for public schools could be developed than anything which now exists or which has existed in the past. Finally, the conference reached the conclusion that work of the Educational Policies Commission ought to culminate in the mobilization of public support and understanding of a democratic school system.

Created 4 years ago by the National Education Association and the American Association of School Administrators, the Educational Policies Commission was given the function of defining policies which would aid in educational reconstruction following the depression. During its work the Commission has reinterpreted the unique function of public education and laid out a program of objectives, structure, and administrative procedures necessary to the fulfillment of that function.¹

Education and Labor

Historically, organized labor has been one of the staunchest supporters of public education. During the 1830's associations of workmen were in the van of the struggle for the establishment of free public schools which would provide equal educational opportunity for all. Again, to sample briefly, labor interest was aroused nearly a century later when the Federal Board for Vocational Education was established and a Nation-wide program of vocational training through the public schools was being perfected.

Today, because of the rapidly changing social scene, the relationship between education and labor demands further readjustment. Machinery multiplies the strength of man a thousandfold and surrounds us with a material and social environment unlike anything known by any people of the past. Yet, inventions designed to conserve time and energy and to increase productivity are somehow

¹ National Education Association and American Association of School Administrators, Educational Policies Commission. *The Unique Function of Education in American Democracy, The Structure and Administration of Education in American Democracy, The Purposes of Education in American Democracy.* Washington, D. C., the Commission.

followed by unemployment, occupational diseases and, for many people, an actual scarcity of the necessities of life. The inventions themselves are not causing these evils. These dislocations are rather the manifestations of a culture in which material progress has out-paced social control and individual character. The resulting tensions can be resolved only through the application of intelligence, knowledge, and goodwill. To education is given the privilege of developing these traits, not only for truth's sake but also for humanity's sake.

According to Ability

In the occupational sphere every person must contribute according to his ability to the essential welfare of all. Each able-bodied adult should follow an occupation for which he is fitted by ability, personality, and training and which provides goods and services of individual and social value. A person who is truly educated regards work as something to be sought, enjoyed, and respected rather than as something to be avoided, suffered, and despised. Even young children may speedily learn the necessity of contributing their efforts to a common cause.

Modern education, therefore, seeks for every person a knowledge of the requirements and opportunities for various jobs so that each can intelligently select an occupation. The future success, happiness, and efficiency of the individual, to say nothing of the direct concern of society in the matter, often depend on making a proper though not necessarily a permanent vocational choice not later than the attainment of adulthood. The guidance of the school with respect to such vocational adjustment permits the student to survey the needs and opportunities for employment and to appraise his own potentialities.

Having provided these opportunities, education aids in bridging the gap between the school experience and initial employment. This effort often requires active cooperation of the school with organized labor, business and industry, and the employment services. Effective cooperation among these interests may call for considerable variation in organization and administration from place to place. No standard procedure can as yet be wisely prescribed. Nevertheless, it is clear that if youth are to be adequately served in the matter of securing their first employment, the school should exhibit initiative and leadership as well as a genuine spirit of cooperation.

That preparation for vocational success is a part of the total educational job is no longer seriously questioned. Vocational education

should be thought of as an integral part of the program made available for all young people.

Education and Business

Of practical concern to the businessman and industrialist is the effect of increasing amounts of education upon the production and consumption of goods and services.

The uneducated person rarely improves production methods, creates labor-saving devices, or places productive and distributive efforts on a plane of superior efficiency. Business and industry are increasingly placing their hopes for the future in the hands of accountants, economists, engineers, executives, and workmen whose usefulness reflects the amount and quality of education that each possesses.²

This dependence of business on education involves consumption as well as production. Is it the educated or uneducated person who buys radios, refrigerators, automobiles, houses, and the better grades of all consumers' goods which involve such a large share of our productive and distributive effort? If the American economic system were to adjust production to the effective wants of 130,000,000 illiterate and uneducated people, it is safe to say that our present standard of living would be lowered in major degree.

With the introduction of consumer education into the schools it may reasonably be expected that the American standard of living will be elevated. This is only one measure, but an important one, in improving the distribution of goods. Judgments and preferences of the buyer, weighted in our economy by monetary incomes, determine the uses to which natural resources and productive energies are put. Ignorance and low standards produce a discrepancy between effective demand and the general welfare. Productive energy is misdirected on a grand scale by unwise consumer judgments. Today's schools seek to develop usable knowledge in this area.

Educational programs designed to increase the buyer's efficiency begin with the knowledge of what goods are available in the market. The buyer learns what specific qualities to seek and what to avoid. He should understand the pricing process under various conditions; he should be familiar with selling methods; he should be able to evaluate sales talk, price policies and marketing arrangements. He should learn the advantages and disadvantages of joining with other consumers for the cooperative purchase of goods, for securing impartial advice on the relative merits of different brands, and for securing legislation which is in the public interest. Legitimate business interests will obviously derive benefits from widespread knowledge of this kind on the part of the consumer.

Education and Ethical Judgment

Because of the traditional separation of church and State in America the public schools have left to sectarian educational and religious institutions those matters concerned with the religious education of youth. The public school, however, devotes an important share of its energies to ethical learning.

The dissemination of knowledge is not the whole business of education. More elusive elements are included. Knowledge alone does not present imperatives of conduct, nor kindle aspiration for the good life, nor necessarily exemplify it. There is nothing in a chemical fact or in a financial fact which necessarily instructs the learner in the right use of it. Commands relative to usage come from other sources—from the funded wisdom and aspirations of the race. Ethics is, therefore, not a side issue with education but it is a central concern—a concern that gives direction and purpose to the spread of knowledge.

Many Americans find a satisfying answer to religious questions in the orderly teachings of one or another of the great organized churches. Others find a solution which satisfies them outside the framework of formalized creeds. Education in a democracy confers upon each the priceless privilege of developing his religious life in his own way and in an atmosphere of complete tolerance and freedom. The educated person uses this privilege to attain a satisfying personal philosophy.

Such a philosophy is not the exclusive possession of scholars and priests. It is an everyday necessity. Although he may be unaware of its existence, each man is finding always a certain pattern by which he inter-



prets and conducts his life. He has his own way of meeting the disappointments that are his lot. He possesses some set of values, some code of ethics, some sense of the esthetic. And he has a certain faith on which he relies when his knowledge has carried him to its ultimate limits.

While the public school can be concerned neither with theology nor sectarianism, it does seek for every child sound ethical judgment and a wholesome philosophy of life. These are as much a part of the educative process carried on at public expense as the teaching of any academic discipline.

American Education Week

THE PROGRAM

<i>General Theme</i>	—Education for the American Way of Life.
<i>Sunday, Nov. 5</i>	—The Place of Religion in Our Democracy.
<i>Monday, Nov. 6</i>	—Education for Self-Realization.
<i>Tuesday, Nov. 7</i>	—Education for Human Relationships.
<i>Wednesday, Nov. 8</i>	—Education for Economic Efficiency.
<i>Thursday, Nov. 9</i>	—Education for Civic Responsibility.
<i>Friday, Nov. 10</i>	—Cultivating the Love of Learning.
<i>Saturday, Nov. 11</i>	—Education for Freedom.

The 1939 American Education Week observance will be held throughout the schools

and communities of the Nation, November 6-11, 1939. Education for the American Way of Life is the general theme.

As in previous years the National Education Association has prepared materials including posters, leaflets, stickers, and packets, to assist schools in planning for this observance.

American Education Week is sponsored by the National Education Association in cooperation with the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers and with the support of many other organizations. Under the caption "Visit your Schools," the National Education Association states:

What is the American Way of Life?

It is a free way, allowing one to live according to his own conscience;

It is a peaceful way, settling differences by elections and courts;

(Concluded on page 64)

² The Educational Policies Commission has now in preparation a document concerned with the economic basis of education which considers these matters in greater detail.

Books Around the World

by Nora E. Beust, Specialist in School Libraries

★★★ The theme of this year's Book Week—Books Around the World—is a challenge to educators, librarians, and parents to provide boys and girls with books which will aid them in their understanding of the fellowship of mankind.

The custom of celebrating Book Week may be traced back to Christmas exhibits in public libraries. Almost 50 years ago Pratt Institute Library,¹ Brooklyn, N. Y., arranged an exhibit of books suitable for Christmas giving. The main purpose of this innovation seems to have been the convenience to buyers. Actually, however, through this library exhibit was begun a new service, namely, this display of gift books selected by a professional staff with care as to contents, edition, and illustration. But no special effort was made to supply books for young people, since the library had then neither a separate room for children nor many children among its patrons.

So far as library records go, the Pratt display was the first forerunner of the present rather widespread practice of exhibiting books for Christmas purchase, though it was Franklin K. Matthews, chief librarian of Boy Scouts, who first suggested the possibilities of the value of designating a time to recognize children's books. The efforts of the American Booksellers Association to bring more and better books for boys and girls into American homes finally resulted in the first nationally recognized Book Week in 1919. The American Library Association² Section for Library Work with Children has been active in the movement since the beginning. As early as 1919, a resolution was adopted at the national conference at Asbury Park which suggested cooperation between local librarians and local booksellers in the joint effort of the American Booksellers Association. At the same session of the children's section, the discussion also centered upon the "present lack of good children's books dealing with life and customs in foreign lands, particularly those countries which have figured so prominently in the recent war."

Book Week

Since the slogan for this year's Book Week (November 12-18) is *Books Around the World*, it may be of interest to examine children's books dealing with life and customs in foreign lands which have been published since the 1919 meeting of the American Library

¹ Plummer, Mary W. The Christmas Book Exhibit in Libraries. *Library Journal* 36: 4-9, January 1911.

² Papers and Proceedings. American Library Association Bull. 13: 388, July 1919.



Library project of primary group, Benjamin Franklin School, Cleveland, Ohio.

Association, the date of the first Book Week. A study of the total output of all the children's books concerned with foreign lands published in the United States between 1918 and 1938 would be necessary to give a comprehensive view of the field. However, this is impossible at the present time as the number of different titles produced each year ranges from 504 in 1918 to 1,041 in 1938.

The examination of the trends which manifest themselves in even so brief a list as the Newbery and Caldecott prize books may have significance. The medals awarded for these books are given to encourage the writing and illustration of distinguished books for children.

To consider a few of the early Newbery awards: *The Story of Mankind* by Hendrick Willem Van Loon, the first Newbery prize winner, is a universal history of the world from the Stone Age to the end of the World War. The author wrote and illustrated a book which can be used as a key to open the door of history. He says, "History is the mighty Tower of Experience, which Time has built amidst the endless fields of bygone ages. It is no easy task to reach the top of this ancient structure and get the benefit of the full view. There is no elevator, but young feet are strong and it can be done."

Van Loon realized the need of pictures for attaining his objectives. The dedication To

Jimmie is, "What is the use of a book without pictures?" His pictures emphasize to the point of caricature the characteristics of person, age or landscape that he wishes to stress. Thus in depicting the world, our planet is almost "lost in the vastness of the universe" that is pictured. Again in the illustration of Hannibal crossing the Alps, the road looks very narrow, the mountains high and the cliffs almost perpendicular.

Van Loon has a tolerant attitude toward the world. For example, he says: "The Middle Ages were 'internationally minded.' That sounds difficult, but wait until I explain it to you. We modern people are 'nationally minded.' We are Americans or Englishmen or Frenchmen or Italians and speak English or French or Italian and go to English and French and Italian universities, unless we want to specialize in some particular branch of learning which is only taught elsewhere, and then we learn another language. . . . But the people of the thirteenth or fourteenth century rarely talked of themselves as Englishmen or Italians. They said, 'I am a citizen of Sheffield or Bordeaux or Genoa.' Because they all belonged to one and the same church they felt a certain bond of brotherhood. And as all educated men could speak Latin, they possessed an international language which removed the stupid language barriers which have grown up in modern Europe and which



In the editorial session, members of a Junior Red Cross council are shown consulting the globe for facts of interest to be used in their monthly news organ.

place the small nations at such an enormous disadvantage." Historians accept Van Loon's work as being authoritative, as it is listed in *The Guide to Historical Literature, 1931*.

One other general history written especially for children, V. M. Hillyer's *A Child's History of the World*, is included in this guide. Hillyer, who wrote his work in 1924, infuses considerable kindly humor into his account which aims to foster understanding and indicates signs of progress in such statements as this, "When I was a boy I never heard any great musicians play. Now you and I can turn on the phonograph any time and hear the music of Palestrina or Mozart, of Beethoven or Wagner, of dozens of other masters, played or sung to us whenever we wish; the greatest musicians become our slaves. No caliph in the 'Arabian Nights' could command such service to his pleasure!"

There are, of course, still other general histories written since the first Book Week in 1919 that are listed in either your State, city, or national bibliographies of children's literature. Histories of this type are only one form of literature that can be used effectively in connection with Books Around the World.

The second Newbery prize book, *The Voyages of Doctor Dolittle* by Hugh Lofting, represents the animal-story type of literature. In her thesis, *Nationalism in Children's Literature*, Helen Martin² includes a study of

the *Story of Dr. Dolittle*, the first of a series of seven books written by Mr. Lofting. After a careful checking of the symbols that denote national emphasis, she concludes that of the three titles she examined, namely, *Wild Animals I Have Known*, *Jungle Book*, and *Story of Doctor Dolittle*—"... the animal story provides a medium by which readers outside the country of authorship can identify themselves readily with the text." Also, "The animal story, as represented by the three titles, contains no hostile attitudes toward other nationals."

The *Story of Doctor Dolittle* has been translated into more than 10 languages and is one of the few titles which has gained international popularity. In the adventures of Doctor Dolittle, Hugh Lofting introduced an element new to the animal story—rollicking humor. The stories were begun while Mr. Lofting enlisted in the British Army, served in Flanders and in France. Mr. Lofting was determined after the war to do all he could to make it impossible for any more wars.

The Voyages of Doctor Dolittle introduces Tommy Stubbins—9½ years old—son of Jacob Stubbins, the cobbler of Puddleby-on-the-Marsh. He longed to seek his fortune in foreign lands—Africa, India, China, and Peru! Tommy becomes the doctor's assistant and goes with him "to cross the sea, to walk on foreign shores, to roam the world!" On their travels they meet the shellfish who speak a language which few creatures but shellfish speak. But the doctor solves the

riddle of the shellfish language with the aid of the porpoises, the sea urchin, and the starfish. Though they missed a good many of the finer points due to "the stupidity of the starfish and all this translating from one language to another," in the end the kindness and medical skill of the doctor made friends of them all. It is a delightfully amusing story that presents the foreign scene in an unusual but effective manner.

The Dark Frigate by Charles Boardman Hawes, the 1924 award, is a tale of adventure on the high seas. It takes the reader back to England of the seventeenth century. The author's love of the sea, together with his gift for storytelling and his careful research, result in narratives that recreate for the reader the days of the buccaneers on the raging seas. This is the type of book that makes it possible for boys and girls to enjoy vicariously other times and other places, and then return to the present scene with the satisfaction of having had a real experience.

Charles J. Finger was the winner of the fourth Newbery medal for *Tales from Silver Lands*. He came to the United States from England in 1887 and later traveled in Canada, Mexico, Texas, South America, Africa, and the Antarctic. In his prize-winning volume, he presents folk tales of South America based upon his own adventures and stories told him by the native Indians. The background and characters dramatize the South American scene in such passages as this:

"I rode there on a donkey and, the day being hot, let the animal graze, or sleep, or think, or dream, or work out problems—or whatever it is that a donkey does with his spare time—and I watched the children in the water. There was one, a little baby just able to toddle around, who crawled down to the water's edge, rolled in and swam about like a little dog, much as the babies of Tierra del Fuego will swim in the icy waters of the Far South. He came out on my side of the water, as lively as a grig, smiling every bit as friendly as any other little chap of his age, white, brown, or yellow."

This sampling of the first four Newbery prize books indicates that authors and publishers are making it possible for children to widen their horizons through books. The same statement holds true for the recent Caldecott awards. *The Animals of the Bible*, 1937, illustrated by Dorothy Lathrop, creates a new interest for many children in the fauna of Biblical scenes. Thomas Handforth's *Mei Li*, 1938, adds a charming little Chinese girl to the group of international book characters.

An examination of book lists issued by such agencies as the American Library Association, National Congress of Parents and Teachers, and National Council of Teachers of English shows that American children's books reflect the desires of this Nation to work toward a better understanding of peoples.

Schools enrolled in the American Red Cross are carrying on a project that has great

(Concluded on page 63)

² Martin, Helen. *Nationalism in Children's Literature* (unpublished doctor's dissertation), University of Chicago, Chicago, Ill., 1934.



New Government Aids FOR TEACHERS

by MARGARET F. RYAN, Editorial Assistant



FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them
COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

● Under the title *Among the Birds of the Grand Canyon Country*, Florence Merriam Bailey, well-known ornithologist, has written an account of a summer spent in the Grand Canyon and its immediate vicinity observing the bird life at different levels in the Canyon, in the desert (see illustration), and in a forest setting. In addition to numerous illustrations the bulletin also contains a field color key to aid in identifying the various birds. 30 cents.

● Directions for making jellies, preserves, marmalades, jams, conserves, and fruit butters are given in *Farmers' Bulletin No. 1800, Home-Made Jellies, Jams, and Preserves*. 5 cents.

● The Women's Bureau has issued bulletins for three more States on the *Legal Status of Women in the United States of America*, January 1, 1938: Colorado, Bulletin 157-5; Nevada, Bulletin 157-27; and Pennsylvania, Bulletin 157-37. Each part costs 5 cents.

● Four more monographs of the Division of Social Research of the Works Projects Administration are now available: *Changing Aspects of Rural Relief*, No. XIV; *Rural Families on Relief*, No. XVII; *Migrant Families*, No. XVIII; and *Rural Migration in the United States*, No. XIX. Free copies are available at headquarters of the Works Projects Administration, Washington, D. C.

● In *Codes for Cloud Forms and States of the Sky*, Weather Bureau Circular No. 1249, are given the names and heights of clouds, definitions and descriptions of the forms of clouds, amount and direction of motion, observation of clouds for code messages and code tables. 15 cents.

● President Roosevelt, in a letter addressed "To the Junior Philatelists of the United States" which introduces the *Junior Edition of A Description of United States Postage Stamps, Historical and Commemorative Issues, from 1893-1938*, writes: "I commend stamp collecting to you because I started a collection when I was about 10 years old and have kept it up ever since. In addition to the fun of it, it has kept up my interest in history and geography, past and present. I really believe that collecting stamps makes one a better citizen." Copies of the junior edition are available at 10 cents each.



Courtesy of the National Park Service.

The clown of the desert.

● The Bureau of Research and Statistics of the Social Security Board publishes monthly the *Social Security Bulletin* in which current data on operations of the Board and the results of research and analysis pertinent to the social security program are reported. Single copies sell for 20 cents; yearly subscription is \$2 in the United States, Canada, and Mexico; in other countries, \$3.75.

● Many of the problems presented at habit clinics have been treated successfully by merely directing attention to something that was obviously wrong in the environment, according to D. A. Thom, author of *Habit Clinics for Child Guidance*, Children's Bureau Publication 135 (15 cents). An important causative factor may easily be overlooked and yet be quite apparent to a well-trained psychiatrist. A number of case studies concerned primarily with the physical and mental health of preschool children are presented.

● The General Land Office of the Department of the Interior has prepared a bulletin entitled *School Lands—Land Grants to States and Territories for Educational and Other Purposes*, in which is given in each instance the purposes of the grant, the act of Congress granting lands, and amount of acres granted. (Free.)

● World developments and foreign markets for *Synthetic Organic Chemicals* in 80 countries are presented in Trade Promotion Series No. 189. Coal-tar products, dyes, solvents, medicinals, flavors, perfumes, and photographic chemicals come under this classification.

● The Department of Agriculture has more than 325 film strips available on such subjects as soil conservation, farm crops, dairying, farm animals, farm forestry, plant and animal diseases and pests, roads, farm economics, farm engineering, home economics, adult and junior extension work, and rural electrification. Most of these strips sell for 50 or 55 cents each. Lecture notes are provided with each film strip purchased, with the exception of those that are self-explanatory.

A price list of available film strips and instructions on how to purchase them may be obtained by writing to the Extension Service, United States Department of Agriculture, Washington, D. C.

● Specialists at the National Bureau of Standards examined 45 experimental papers in their study of the effect of filling and sizing materials on the stability of a book and of all factors affecting printing. Results of the study are available in RP-1180, *Printing Tests of Book Papers*. 5 cents.

● Three more staff studies prepared for the Advisory Committee on Education are now available: No. 10, *The Land-Grant Colleges* (25 cents); No. 18, *Educational Service for Indians* (25 cents); and No. 19, *Research in the United States Office of Education* (20 cents).

● United States Housing Authority bulletin, *Planning the Site—Design of Low-Rent Housing Projects*, discusses basic design principles, design and organization of the site, design and treatment of open areas for recreation purposes, and planting and plant materials. Price, 60 cents.

● The Superintendent of Documents has revised the following free Government price lists: Government periodicals, No. 36; Birds and wild animals, No. 39; Insects—Bees and honey, insects injurious to man, animals, plants, and crops, No. 41; Irrigation, drainage, and water power, No. 42; American history and biography, No. 50; Mines—Explosives, fuel, gas, gasoline, petroleum, No. 58; Commerce and manufactures, No. 62.

● Two-thirds of all the plum and prune trees in the country are in California, Oregon, Washington, and Idaho. *Plum and Prune Growing in the Pacific States*, Farmers' Bulletin No. 1372 (10 cents) describes the culture, harvesting, and handling.

Industrial Arts in Elementary Education

by Helen K. Mackintosh, Specialist in Elementary Education



Walk into an industrial arts classroom in a certain city school system and you find a room set up as a laboratory or workshop. All kinds of equipment and many different materials make it a place where children working as individuals and in groups can solve problems and develop understandings and appreciations. This situation represents a modern viewpoint looking toward the growth of the child rather than toward the development of skills in woodworking, cooking, and sewing.

Children may churn butter, tan a squirrel skin, dip candles, dry apples, braid rugs, dye cloth with vegetable dyes, or weave cloth to gain a better understanding of how their great grandparents provided themselves with food, clothing, and other comforts of living. At the same time another group of children may grow a cotton plant, card wool, raise silkworms, make a quilt for a Junior Red Cross gift, design costumes for a play, or recondition clothing for Christmas gift distribution as a means of realizing the various sources of clothing material, the processes through which raw materials go to become cloth, and the purposes for which cloth may be used. Older children may be making a model of a cotton gin that will work, may make paper from rag waste, may construct a telegraph key that can be used to send messages, may plan and build to scale a medieval castle, may experiment with a pinhole camera and other photographic equipment, may repair a fishline, or a toy as they develop a knowledge of processes, an appreciation of the present in contrast to the past, and as they meet the needs of their own everyday lives.

Workshop Equipment

In order to carry on such activities and many others the workshop is equipped with several gas stoves, pans and dishes for cooking and serving, a sink, a refrigerator, an ironing board, an electric iron, an electric-plug connection, a sewing machine, a spinning wheel, a loom for weaving, carpenter's bench and tools, a bunsen burner, test tubes, exhibit boards, blackboard, potter's wheel, clay cupboard, mortar and pestle, linoleum blocks, printer's rollers, wringer, tools for work with metal and leather, work tables, stools, shelves, cupboards, books for reference.

In another city the child's industrial arts classroom is different from any he has ever seen. In it are four cottages, each with its name above the door—Wood, Metal, Clay, Textiles. Inside each cottage there are tools and materials enough to allow 10 children to work at the same time, on that particular craft. Their activities may relate directly to other classroom experiences, or, each child



Young carpenters.

may spend a certain definite amount of time at work in each cottage. For example, a class may create a series of dioramas using metal, wood, clay, and textiles as materials, to show a series of scenes from American history, or life in other countries. Or each child may choose his cottage, and spend several periods from week to week making book ends of wood, of wood and metal, or of clay, making a clay bowl or dish and decorating it, creating a metal tray, or designing an apron to be used as Mother's Day gifts.

What are the Interest and Achievement Levels of Children?

Many schools do not have the facilities for work as do the schools described, and the teacher may carry on the work in the regular classroom with improvised equipment and materials. In this situation the teacher must possess a great deal of ingenuity in helping pupils to recognize the possibilities for use in waste and scrap materials. Few supplies can be purchased; but a raveled gunny sack can provide thread for weaving, vegetables raised in the school garden can be canned, cigar boxes and orange crates can be used for wood, and empty tin cans may supply metal. The classroom itself must be used as the workroom. If heat is supplied by a stove, the top is used for cooking purposes. Desks are cleared and used for work space. Cupboard space for storing equipment is built along the wall by the use of boxes. A carpenter's bench and tools are perhaps the only equipment that has been bought.

In whichever of these three situations a teacher and children are working together, they can get valuable experiences which help them to understand and interpret the work of the school in history, geography, civics, elementary science, health, safety, and other fields. The interest and achievement levels of children should determine largely the nature and kind of experience they will have in industrial arts.

The young child wants to control materials. He has no definite purpose as he tears up a piece of paper, pounds with a spoon on a dish, or pulls the dog's tail. He enjoys seeing what happens when he does something to the paper, the spoon, or the dog. He reacts by looking at the pieces of paper and scattering them, by hopefully expecting to see the dish break or move, and by trying to reach the dog's tail again. He likes the noise of the paper tearing, the clank of the spoon, and the bark of the dog because he is the cause of them.

As he becomes a little older, the child takes an interest in modifying a material by changing its form, shape, or color. He may blow up a balloon and watch it grow larger, then smaller. He may take a piece of clay and roll it in his hands until it becomes as nearly round as possible. He may color the pictures in his book to suit his fancy.

Beyond this level he enjoys creating something that produces a change in the material and at the same time makes it serve a useful purpose. He draws and cuts out a figure of a goat, colors it, cuts and bends a stiff piece of



A lesson in cooking.

cardboard which he attaches as a handle, and has a stick puppet which he can use in playing the story of *The Three Billy Goats Gruff*, which a group of children have planned to dramatize.

As he grows a little older, he becomes interested in airplanes. He takes a trip to the airport; he watches planes fly over the town; he sees a model plane which another boy has made; in the dime store he examines the materials for a model plane; he wants to build a plane of his own. Then with the guidance of the teacher and with the help of reading material, diagrams, and pictures he creates his own model plane which will actually fly.

From purely manipulative activities with no purpose, the making of something which contributes to group activity, and the completion of a problem which interests him personally, the child comes to be aware of the world of activities about him, which challenge his interest through classroom discussions, through reading, and through demonstration. He may work with a small group to set up a model showing how water is filtered to make it safe for drinking. He has visited the city filtration plant; he has been one of a group to set up a working plan on paper which shows in diagrammatic form how a model can be made; he has helped to assemble rocks, gravel, sand, glass, and metal to use in making the model.

Or in a study of food he learns that it has not always been possible for a child to have a dish of breakfast food poured out of a box in a few seconds' time. With several other children he takes a trip to find a large flat stone, and another suitable for grinding. He helps to shell some corn from the cob; he takes his turn at pounding the kernels until he gets a rough sort of meal which must be sifted. With the group he experiments in cooking his product. Later he may visit a corn products plant to see how quickly and easily machinery and science can turn corn kernels into a packaged breakfast food.

Perhaps a group of children make a survey of their school and their homes to discover the

uses of wood. They find that although wood serves many purposes, the making of furniture is especially important. They take a trip to a furniture factory where they see a skilled workman take a piece of seasoned wood and make a bookcase. Certain children are so much interested that they wish to learn to use tools and acquire skill enough to produce a bookcase that can be used in the home.

What are the Values of Industrial Arts?

These illustrations show that industrial arts serves a variety of purposes in the education

of the child. Industrial arts performs its most important function when it contributes to the whole school program of pupil activities, rather than in existing as an independent subject. When use of materials and equipment helps the child to understand how the people who colonized America found food, clothing, and shelter; how our tables are supplied with food from many countries of the world; what a city does for the safety and health of its citizens; that accurate measurements are needed in working with cloth, metal, or wood; how the results of industrial arts work can be recorded in a school newspaper; how books can guide one in use of tools and other equipment; how decoration can be used to make the finished product more beautiful; he has been learning history, geography, civics, health, science, safety, arithmetic, spelling, language, handwriting, reading, and art in the most valuable way.

One of the best contributions of industrial arts occurs when a child goes home and tries to carry on the activity which he has learned in school as part of his out-of-school living. If he prepares food, sets up a home workshop, cares for his own clothing, plans for trips and excursions, he is developing interests which may lead to a vocation.

Furthermore, industrial arts gives the boy or girl an opportunity to manipulate many kinds of material in a great variety of ways, which are determined by the child's individual needs, and by the interests and needs of the group. It is an experience which is of more

(Concluded on page 64)

Battery work.



Retailing and Other Distributive Trades

by Paul H. Nystrom, Chairman, Federal Advisory Board for Vocational Education

★★★ Under the encouragement of the George-Deen law a notable national beginning in vocational training for retailing and other distributive trades has been made. Although the law was passed in June 1936, the actual distribution of funds which would have put its provisions into motion was delayed by Executive order until the fall of 1937 so that the actual beginnings under the act were not made until the winter of 1937-38.

With less than 2 years of operation behind it, there were in the month of May just past, courses of training and instruction carried on in 627 communities in 44 different States, with an enrollment of 68,159 workers in adult extension classes, and 5,033 in cooperative part-time classes. To date, probably more than 100,000 persons have had some instruction and training under the terms of this act.

The distributive trades are made up of many divisions and branches. Broadly considered, they include all marketing activities whether of producers, of wholesalers, brokers or commission men, or retailers. There is no branch in the complicated system of distribution that is not important, there is none in which vocational training is not a necessity, but the numbers of people engaged in retailing, the volume of business transacted, and its widespread distribution of stores in every State, city, and town, prompt me to speak of it as representative of all distributive trades.

Retailing, as well as the other distributive trades, offers a wide-open field of opportunity for vocational training. There are more than 1,600,000 stores in the country. These stores give work to employers and employees amounting in all to more than 6,000,000 men and women. Because of the nature of the business, a large proportion of this total number is made up of owners and executives or entrepreneurs. Naturally a considerable proportion of the employees in the field are hopeful of becoming entrepreneurs.

A High Turn-over

It is estimated that more than a million of the total number engaged both as owner and employees have been in this business less than a year. There is nothing new about this. It seems to have been the condition over a long period of years. The retail trades are said to have a high turn-over. This high rate of turn-over is not due solely or perhaps even importantly to the difficulties of these trades, their seasonal character, or to any peculiarities of personnel methods followed in these trades.

The explanation is to be found in part in the fact that retailing in contrast to most other occupations serves as a school, a business training place, or vestibule occupation through which many young people get their first business experience before passing on to other branches of business. Any canvass of workers and particularly of executives in other lines of business or even of the professions always shows that a considerable proportion of such persons made their beginnings in business employment in retailing. Any improvement in training methods and personnel practice in our retail trades would, in the end, serve many other occupations as well.

Of course, not all new beginners in retailing are prospects for vocational training. Many of those who go into this work do so merely to find temporary employment to await other developments or opportunities. Others, on making their trial of retailing, learn that they are unsuited to its requirements and therefore look to their first opportunities to get out of it. Many who find jobs of sorts in the retail trades have no idea whatever of what they really want to do and consequently have no ambition to study and train for their work.

Moreover, the institution of a thorough-going system of vocational training would probably tend to stabilize employment in the retail trades. Those taking such courses of training, it may be supposed, would probably be likely to stay in this field of work, so that the turn-over rate and the entry of new beginners might be somewhat checked. On the other hand, a large number of those already employed would want to continue their study and training in such courses so that any decline in new beginners who would normally take advantage of such training would be offset by large numbers of persons of one or more years of experience who would want to be included. It may, I think, be safely estimated that if and when suitable courses of instruction and training are provided, we shall see an annual enrollment in vocational training in retailing alone of not less than a million.

Best Talents Needed

Retailing is a business in which its workers may apparently get along after a fashion with relatively little or no training. In fact most retailers as well as most retail employees at the present time have had no training other than that gained by experience and by contact with other experienced workers.

On the other hand, retailing is a business in which knowledge and training may count for

a great deal. An untrained employee may perhaps serve a customer who knows what she wants in a store which happens to have such goods on hand. There is much more, however, to the work of retailing than merely such semiautomatic service. The social and economic requirements of retailing are indeed heavy and difficult to fill. Good retailing calls for the best talents and energies that can be given to it. Here are a few things that a retailer must do and be to his community.

1. He must be able to forecast to make advance provision for what consumers are going to want. In many lines consumers' tastes are constantly changing. Forecasting these changes, their quantitative and qualitative trends becomes a very intricate and technical matter.

2. A retailer must provide and operate a store such as desired by his customers. People not only want goods, but they also want to buy those goods in places of business that please them. This means that the retailer must meet the requirements of his clientele in the location of his store, its architecture, its layout, its fixturing, its ventilation and lighting, its heating and cooling. Moreover, consumers' tastes are continually changing for these things just as they are changing for the goods they consume so that the retailer has the additional problem of keeping abreast with the desires of his clientele in building, equipment, and service as well as in goods.

3. A retailer must operate his store on a sound financial basis. He must regularly pay for his goods, meet his expenses, depreciate his building and fixtures, pay interest on his debts and capital investment, and if he expects to get ahead he must also make a little net profit. Most retailers at the present time do not do all this, but remember that most retailers are failures and sooner or later must pass out of the picture.

4. A retailer must know what a budget is, how to set it up and how to live within it. Here, again, most retailers do not know how to set up a budget, or at least do not actually do business under such a budget. Statistics of retail failures ascribe "lack of capital" as the principal cause of failure. Such retailers urge that if they only had a few hundreds or a few thousands of dollars more, they would be able to operate successfully. The fact that others similarly situated and even having less capital are able to make a go of it seems to indicate that "lack of capital" is not so much a cause of failure as a symptom of a deeper and more serious malady, the inability to budget their businesses, the lack of wisdom in

making their distributions of what capital they have in a sound way and to operate within their means.

Various suggestions have recently been made for granting easier credit to retailers and to other small business organizations that may be in financial need. These suggestions overlook the symptomatic character of lack of capital and are fraught with economic dangers. Ample credit is already available for all who can demonstrate their ability to use such credit efficiently and make their repayments on schedule. There is nothing in experience to indicate that most of such concerns now pressed for capital would not soon, if they had more capital, be in similar trouble. The most numerous kind of applicants for easier credit would be those who had never learned the meaning of a business budget and of careful management of the resources at hand, the very classes of businessmen who cannot now secure credit through ordinary agencies. Any new agency set up to grant such concerns easier credit, whether public or private, would of necessity have to secure itself against inevitable and hopeless losses by assuming the most careful checks and controls over the day-to-day operations of the borrowing concerns.

Neither those retailers nor others who know the meaning of a business budget will go into debt, even if the terms of the loan be most liberal, unless the uses of such a loan can be carefully planned and the results can be shown to be advantageous in advance. One of the functions of vocational training in retailing is to develop a knowledge of and a sense of responsibility for practical business budgeting and the desirability of living within one's means.

5. There are highly developed modern methods of merchandise display and retail advertising necessary to attract customers and to inform and help them decide what they want.

6. There is an endless variety of other operations that must be carried on efficiently in small stores as well as in large stores, ranging from receiving, opening, checking, and marking goods and protecting them from loss, injury or depreciation up to the time of their sale. These activities may be carried on poorly or well, expensively or cheaply.

The success of a store depends upon the proper performance of all of these activities. Those who do this work need up-to-date knowledge and training. Much of the hopelessness of many who are in this business is due to complete lack of such knowledge and training.

7. One of the most elemental as well as most important kinds of knowledge needed by the retailer and his employees is information about the goods handled. American retailing is superior to European retailing in many respects, but in the matter of merchandising knowledge our salespeople fall far below those of several other countries. Through vocational courses retail salespeople in England, Sweden, Germany and other European

countries have learned a great deal more about their goods than our untrained salespeople. As a consequence, they are able to render better service to their customers and so command a higher respect and confidence than do most of our salespeople with their customers.

8. There is likewise the more general need for the knowledge of the arts of merchandise display, of advertising, of sign writing, of package wrapping, and last, but not least, of customer service and salesmanship.

9. Retailing also makes high demands upon its workers for strength, skill, good judgment, and confidence for the development of which experience is absolutely necessary, but to which training may contribute richly. Retailing is work, physical work, much of it manual labor and foot work. It takes a great deal of energy and strength to stand the daily bustling routine. A modern store is no place for physical softies. It requires several months of experience as well as careful husbanding of one's energies used in outside activities to harden up properly to do retail work. Until this has been accomplished, the average retail worker cannot be fully efficient. Much of the complaining about the hardships of retailing comes from people who are not properly inured, or have not the stamina to stand store work. They are frankly misfits. No one has ever discovered how to make retail store work easy. It just is not.

Proper Background Needed

Mental conditioning is also necessary, particularly where executive responsibilities are involved. No matter how bright and apt the employee, it takes time to adapt the mind processes, to apprehend and to form the quick, sound conclusions needed in retailing. When such responsibilities are undertaken too early in retail experience, there are not only the numerous mistakes of judgment to be contended with, but also the greater danger of mental breakdown of the conscientious young executive, yet too little experienced and too little hardened and conditioned to stand the drive and mental strain of this work. Retailing, particularly, beyond its routine phases is not easy. It is neither wisdom nor kindness to urge any young man or woman into any important retail executive responsibility, no matter how ambitious he or she may be, without a proper background of some years of hardening experience and suitable training if that can be had.

As we have seen, some favorable beginnings have been made in training for retailing. However, these beginnings have been largely through short and somewhat unrelated unit courses on a wide variety of subjects. These courses have been prepared and offered largely to suit the possible opportunities and to secure a fairly prompt organization of classes. As a result, we now have some groups studying salesmanship and others interested in sales practices, in retail accounting, in window dis-

play, in show card writing, in retail advertising and so on. There are also many beginnings in courses dealing with merchandise, such as groceries, textiles, furniture, shoes, hardware, and so on.

Such short courses have undoubtedly met some of the immediate needs of the communities in which they are being conducted. There can be no question but that considerable good may come from a continuance of such courses. They are, however, as yet largely unrelated to each other. There is relatively little coordination and apparently little general idea of a properly organized program of instruction to cover not only these specialized fields but, more generally, to prepare learners for the serious lifetime work of retailing and particularly for ownership and executive functions.

A Long-Range Plan

The time has come, it seems to me, to think of a long-range plan of vocational training to include a complete course of study made up of the necessary subjects many of which are now being offered as disjointed and independent courses. It is possible now to begin to plan not only the subject matter but also the minimum requirements of experience and degrees of efficiency to be expected from such a comprehensive plan of vocational training. Responsible authorities, whether public educational systems or trade associations, should be encouraged to consider the possibility of setting up standards and of giving final examinations leading, when proper fitness has been achieved, to degrees, diplomas, or certificates. Such a program would put a much needed emphasis on the great need of our time for greater efficiency in the distribution of goods from producers to consumers.

Such a general course of study might require more or less continuous study in connection with or paralleling a program of retail store experience covering a period of 3 or 4 years. The diploma or certificate granted to a student or learner completing such a course would, in my opinion, have a definite and immediate value to its possessors in obtaining retail advancement. It would also serve the would-be owner or executive in establishing a new store when seeking credit from banks, wholesalers, or other sources of supply.

The Next Step

This subject is not merely one of interest to workers seeking to better their prospects in their chosen vocation, but also to the trades in which they will be employed. It goes without comment that the utmost cooperation will be needed from these trades and their associations. Indeed, the next step would seem to be for the administrators of education in this field to seek the counsel and cooperation of such groups in order that a program may be carried through with harmony and dispatch.



EDUCATORS' BULLETIN BOARD



New Books and Pamphlets

Goodyear Centennial

A Yankee Centennial, presented by the Woburn Charles Goodyear Centennial Committee. Woburn, Mass., 1939. 11 p. Free. (From: The Woburn Committee for the Charles Goodyear Centennial, Headquarters, Woburn Public Library, Woburn, Mass.)

1939 marks the one hundredth anniversary of Charles Goodyear's discovery of the process of vulcanizing rubber. This centennial booklet tells the story of Goodyear's life.

Conservation

Conservation in the United States, by members of the faculty of Cornell University: A. F. Gustafson, H. Ries, C. H. Guise, W. J. Hamilton, jr. Cornell Heights, Ithaca, N. Y., Comstock Publishing Co., Inc., 1939. 445 p. illus. \$3.

A nontechnical presentation of the basic facts essential to an understanding of current problems in conservation.

Reference Book on Compound Words

Compounding in the English language: A comparative review of variant authorities, with a rational system for general use and a comprehensive alphabetic list of compound words, by Alice Morton Ball. New York, The H. W. Wilson Co. (950 University Avenue) 1939. 226 p. \$2.50 [not obtainable from any other source].

Traces the history of compounding, with particular reference to American practice, states theories and principles of outstanding authorities, and lists approximately 30,000 compound words in current use.

Vocational Education

Education for Work, by Thomas L. Norton. New York and London, The Regents' Inquiry, The McGraw-Hill Book Co., Inc., c1939. 263 p. \$2.75.

A study of the secondary school program and vocational adjustment in New York State. Part I presents the findings of the study and Part II the recommendations.

Music Education

Music Education in the Elementary School. Sacramento, Published by the California State Department of Education, 1939. 152 p. illus.

Prepared by a committee of the California-Western School Music Conference in cooperation with the California State Department of Education. The committee has provided "a general, comprehensive, music education program which would be useful to teachers in training and teachers in service rather than a restrictive day-by-day outline."

Recreational Reading

By Way of Introduction, a book list for young people. Compiled by a joint committee of the American Library Association and the National Education Association, Jean

Carolyn Roos, chairman. Chicago, American Library Association, 1938. 130 p. 65 cents.

A recreational reading list for young people of high-school age, replaces Recreational Reading for Young People issued in 1931 by the American Library Association. Classified, annotated, and priced.

Social Services

Social Services and the Schools. Washington, D. C., Educational Policies Commission, National Education Association of the United States and the American Association of School Administrators, 1939. 147 p. 50 cents.

Presents an analysis of cooperative relationships between public schools and public health, welfare, recreation agencies, and public libraries.

Reading Workbooks

A Study of Reading Workbooks. Compiled by the Primary Committee of the Association for Childhood Education, Jean Betzner, chairman, with the editorial assistance of E. T. McSwain, Fannie J. Ragland, Maycie K. Southall. Washington, D. C., The Association for Childhood Education, 1939. 40 p. 35 cents.

A study of the function and value of reading workbooks in the reading programs in the primary school. Includes an annotated list of reading workbooks mentioned most frequently in questionnaire replies.

Educational Trends

Schools for Tomorrow's Citizens, by Maxwell S. Stewart. New York, N. Y., Public Affairs Committee, Inc. (30 Rockefeller Plaza) 1939. 31 p. (Public Affairs Pamphlets, no. 30). 10 cents.

Based on the Report of the Regent's Inquiry into the Character and Cost of Public Education in the State of New York and other recent studies.

Freedom through Education, by Lotus Delta Coffman. Minneapolis, University of Minnesota, 1939. 56 p. Free.

A discussion of the achievement of individual and social freedom through education, written by President Coffman a few days before his death. The volume also includes an unfinished Convocation Address and a Bibliography of Lotus Delta Coffman, 1920-39.

Floral and Leaf Designs

Decorative Plant Forms, by Herbert W. Faulkner. New York and London, Harper and Brothers, 1939. 30 plates in looseleaf spiral binding 9 by 12 1/2 inches. \$1.50.

A manual for designers, craftsmen, painters, and teachers who wish to use floral and leaf designs for decorative purposes. Pen and ink drawings provide patterns.

Bibliographies

Selected References in Education, 1938. Reprinted from The School Review and The

Elementary School Journal for January to December 1938. Chicago, Ill., The University of Chicago, 1939. 221 p. (Supplementary Educational Monographs No. 47.) 90 cents.

Presents selected recent references in education, classified and annotated.

A Guide to the Literature of Rural Life, Compiled by Benson Y. Landis. Fourth revised edition. New York, N. Y., Department of Research and Education, Federal Council of the Churches of Christ in America, (297 Fourth Avenue) 1939. 10 cents.

A classified and annotated list of 500 titles, including inexpensive and nontechnical material. The purpose of this bibliography is to provide an introductory survey of the extensive literature now available.

Retirement Systems

Analysis of the Statutory Provisions for State Teachers Retirement Systems. Washington, D. C., National Education Association of the United States, 1939. 30 p. 25 cents.

Practical information on teacher retirement systems, prepared by the Research Division of the National Education Association and the National Council on Teacher Retirement.

Motion Pictures and Visual Education. Washington, D. C., National Congress of Parents and Teachers, 1938. 16 p. 5 cents, single copy.

Urges parents to develop a finer sense of discrimination in the selection of moving pictures and discusses the use of other visual aids in school and parent education work.

SUSAN O. FUTTERER



Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan follows:

SWENSON, JUSTIN W. Educational survey of the programs of work in the schools of Roseau County, Minnesota. Master's, 1938. University of North Dakota. 99 p. ms.

THOMAS, MILDRED M. History and development of tests and examinations. Master's, 1938. Boston University. 225 p. ms.

WELLMAN, HENRY G. Specific record of the growth of community cooperation with the schools of New Rochelle for better understanding of international problems. Doctor's, 1938. New York University. 109 p. ms.

WILLIAMS, AVERY E. Survey of content in ninth-year mathematics. Master's, 1938. Pennsylvania State College. 92 p. ms.

WITMEYER, PAUL E. Educational implications of the tax duplicate in third-class school districts of Pennsylvania. Doctor's, 1938. New York University. 73 p. ms.

RUTH A. GRAY

SCHOOL LIFE'S FORUM.

THIS MONTH'S SUBJECT

Shall School Systems Be Independent of Other Government Agencies?



The Affirmative

by WILLARD E. GIVENS,
*Executive Secretary,
National Education Association*

★★★ In each State the people have established a system of public education. The responsibility for the educational program, under the general provision of State law, has been delegated to certain local agencies ordinarily called school boards. The prevailing policy has been to separate the administration of education from local government. In most cities, the school board is a separate body, responsible to the people, empowered to levy taxes, make a budget and administer the system of public education.

Pressure has developed to change this well-established procedure. Those desiring partisan control of appointments within the school

system have often found the board of education a sturdy barrier. Pressure groups organized to reduce taxes find it troublesome to undermine the financial support of the schools while the school board, responsive to the wishes of the people, stands between them and their objective. Some able and sincere students of government, think that efficiency requires setting aside the American tradition of a separate board of education. Wise public policy demands the retention of separate control of our public schools.

No convincing evidence has come to my attention indicating that a school board subordinate to municipal government is more economical or efficient than a board which derives its powers directly from the people. On the contrary, investigations indicate that economy and efficiency are achieved under the traditional separation of education from other government.

The decisions of the courts in many cases of litigation furnish a substantial record of judicial opinion upholding the separate administration of education. The courts have in general held that under our system of government education is a function of the State and that the State may create agencies to administer education separately. Where that has been done, the board of education is in no way subordinate to local government.

Everyone will agree that our schools can serve our society best if kept free from partisan politics. Separation of education from general municipal government is helpful in doing that. There is no other public service where partisan interference is more disastrous than in education. The actual work of the schools transcends partisan considerations. Science knows nothing of republican chemistry, democratic astronomy, or socialistic physiology. Even in the more controversial social studies, there are facts and trends, the truth of which is not subject to partisan interpretation.

Some who advocate subordination of education to general government declare that they desire to leave the conduct of education to the teaching profession. All they ask is

that there be one public budget. Control of the budget, however, is an essential function of the local school board. A budget is a statement of educational policy in financial terms. Those who control the budget have the last word regarding educational policy.

The culminating argument in favor of a separate school board rests on the unique function of education in American Democracy. That function is to help our citizens, young and old, to evaluate intelligently the social, economic, and political arrangements which serve us. This is not the only purpose of education, but it is important. The power to discharge this function distinguishes a democratic school system from one which operates under a totalitarian regime. Unless this function is discharged, no democracy can survive, because from it flows the orderly development of human institutions to serve changing human needs. To our system of public education the people have delegated most of the responsibility for its fulfillment. The school cannot carry out this function if it is subordinate to any of the units which it must fearlessly and impartially evaluate.

Unique Function

The purposes of our schools must be consistent with the philosophy of our government and culture; they should help to give effect to the broad promises and guarantees of the American way of life. Current events reveal that the school which becomes an arm of the state is powerless to defend or to improve a democratic social system. The schools should be placed in a position of direct responsibility to the will of the entire people, rather than to the short-term fortunes of political parties. A representative school board endowed with power and responsibility, affords the minimum requirement for the integrity of public education. Schools which serve the unique function of education in our democracy cannot survive without freedom from all institutional controls, other than the will of the people.



Williard E. Givens.

R.U. Controversial Issues in Education

Discussions of timely controversial issues in education by noted authorities in their respective fields will be presented in *SCHOOL LIFE*, during the school year, as *SCHOOL LIFE's first Forum Panel*. In presenting the series, *SCHOOL LIFE* in no way attempts to make decisions upon these controversial issues. It seeks only, through forum technique, to throw light on such issues and to inspire thoughtful thinking on subjects that concern the present and future of education endeavor throughout the Nation.

The Negative

by JEROME G. KERWIN,

Associate Professor of Political Science,
University of Chicago

★★★ Enshrined in a doctrine of implicit belief is the theory of educators that school systems shall stand free of the municipalities in which they operate. With most educators it is not a question of the degree of municipal control but firm adherence to the dictum that in finance and in all phases of administration there should be complete separation of the schools from the municipalities. This dogma of the educational faith finds few doubters in educational ranks who publicly question this primary article of the pedagogical creed. Heretics indeed have appeared and continue to appear, but the assault upon their temerity is so full of sound and fury that their protesting voices are scarcely audible above the tumult. The assault from without the educational ranks comes from the public administrators who are seeking, among other ends, the simplification of our complex urban governments, cherishing the hope as they do that the bewildered voter in our urban democracies will function more intelligently if he understands the system which he labors to operate. In common with the political scientists, the public administrator is coldly skeptical of administrative boards and agencies that sail about as they will in the rather limited urban sea. While he does not deny the importance of education as a governmental function, he has in mind numerous governmental functions without which even the educator could not live peacefully on this mundane sphere. And he wants to know if the importance of the function determines whether it should or should not operate outside the general scheme of municipal government, why public safety, health, public works and others are not entitled to independent administration status and all the paraphernalia and duplication that go with it.

As a matter of sober and sensible fact, what are educators doing in insisting upon an independent status for schools within our cities? They are following along in the footsteps of the politicians, officeholders, and vested interest groups of the past century who opposed every effort at integration of municipal administration. The period is well known to every political scientist when police boards, health boards, public works boards, and scores of other ad hoc agencies strove mightily to maintain an independent status outside the orbit of the city government. Each one of these services contended that it was of such a nature, its work of such superlative importance, that it could not safely be incorporated in the general municipal administration. Duplication of functions, added cost, complexity of structure, and irresponsibility of independent, commission-governed authorities meant nothing to the defenders of this type of independence. The school board is the last vestige of the era of governmental chaos.

Educators fear contamination of the schools by city politicians. They believe the schools are more efficiently run as independent agencies. We should, therefore, expect that these beliefs are justified by actual conditions. The truth of the matter will show that there are independent systems in which school politicians run the schools with a disregard for the general well-being which would make the ordinary city politician blush for shame. Only a few years ago Los Angeles gave us a splendid example of the lengths to which school politicians can go—if independent enough. On the other hand, at the same time, San Francisco with its dependent school system demonstrated what a thoroughly adequate system could accomplish. This is not to say that corrupt and inefficient school administrations incorporated with municipal governments do not exist, but to contend that an independent school board is a guarantee against polit-

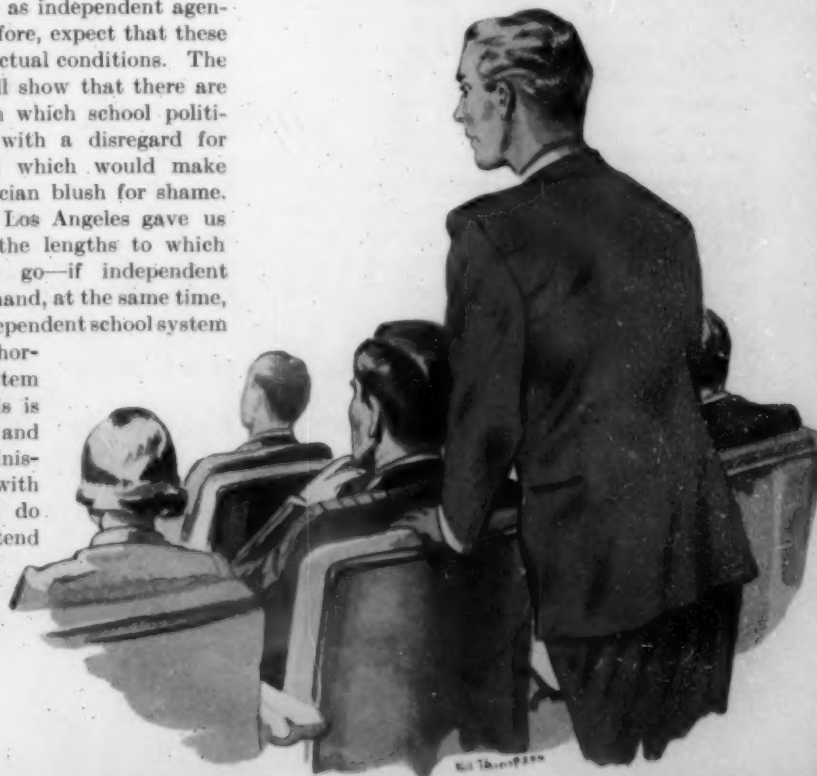


Jerome G. Kerwin.

ical corruption is as fantastic as it is untrue.

The trouble is that many educators do not realize that they are engaging in politics—of their own brand—when they limit the number of polling places at school elections, when they make appointments according to the fraternal or religious affiliation of the appointee, when they use parent-teacher groups as fronts for political purposes, or when they engage in a deliberate sabotaging of labor and minority groups.

Public administrators in common with political scientists are opposed to the maintenance of elected boards that increase the size of already cumbersome ballots or the number of special elections. It is a commonplace truth that too many calls upon the voter to exercise his franchise increases neither the alertness of the elector nor the quality of the elected. Add to this the undermining of the general morale among city employees through special considerations given to school em-



ployees; the maintenance of special school tax liens and special earmarked school funds, rendering more difficult a scientific budget procedure, and one can readily understand that the public administrator is not simply a heartless villain bent upon the annihilation of the best educational system in the modern world.



Mr. Given's Rebuttal

Mr. Kerwin's article completely demolishes certain arguments I did not advance and is completely silent with reference to the basic issues. For example, Mr. Kerwin says that merely because a function is important does not justify making this function an administrative entity. I fully agree. Our claim to the independence of education is not based at all upon an argument that education is more important than health, or public works, or police service. The argument is based, as a careful reading of my original article will show, on the conviction that education is different from any other agency in the necessary and peculiar relation of education to the conduct of a democratic society. Mr. Kerwin has not, however, dealt with that fundamental question.

Again, Mr. Kerwin demonstrates convincingly that an independent school board is not a guarantee against political corruption. But, I did not state, and I do not know any educator who does state, that an independent school board prevents political corruption. We do state, and the facts will bear us out, that independent school boards are less likely to become involved in partisan political maneuvering than boards which are responsible to some general municipal agency. Mr. Kerwin's remarks about political school boards are difficult to discuss because they are merely insinuations without presentation of evidence. He grows indignant at appointments to the teaching staff in terms of fraternal or religious affiliations. He deprecates the use of parent-teacher groups as "fronts for political purposes." School people would share his indignation, but they want to know what that has to do with the issue of separate, independent school boards. The stubborn question remains just this, Does the dependent school board give sufficiently greater freedom from undesirable politics to make it worth while to give up the very essence of the proper relationship between democracy and

education? I do not think it does or can; yet I see in Mr. Kerwin's article not one word on this crucial issue.

In summary, Mr. Kerwin, in my opinion, has not even challenged, much less disproved, the basic line of reasoning in my original article. The unique function of education in American democracy requires administrative separateness for its competent operation.



Mr. Kerwin's Rebuttal

Mr. Givens asserts that education is not more important than other municipal functions, but more "unique" or "different." That contention has a familiar ring: Police boards have been unique, health boards have been unique, water boards have been unique, and planning commissions are still unique and, of course, have been "different." It is true that education is "different" and "unique" else we could bundle it up and tuck it away in some remote corner of an already existing department. Is it however, so different from any other governmental process, so impossible of incorporation in the ordinary popular political system, that an independent governmental structure must be erected to house it? Unless educators can show that efficient administration of education is quite out of the question within the household of an integrated municipal structure or unless they can demonstrate beyond the peradventure of a doubt that generally an independent school board is free of politics, they are defending a cumbersome arrangement which defeats rather than aids popular control. My contention, based on a study of 30 or more cities, is that corruption is as likely to be found in an independent as in a dependent system. I further maintain that if such is the case and if there are distinct advantages of a kind that particularly meet our needs today in the incorporation of the schools into the city government, the incorporation should take place. Three of these advantages I have mentioned and here repeat:

1. A better ordering of local finance and taxing systems through consolidated budgets.
2. A simplification of our municipal government through elimination of extra electoral processes and the centralization of administrative responsibility.
3. The directing of the attention of both educators and electors alike to the improvement of municipal government as a whole and not simply a part of it.

NEXT MONTH'S FORUM SUBJECT

Shall Departments of Education Furnish Treatment of Defects Found in Medical and Dental Examination of Children?

Affirmative: Harry B. Burns, M. D. Director, Department of Hygiene, Public Schools, Pittsburgh, Pa.

Negative: Charles C. Wilson, M. D. Director, Physical and Health Education, Board of Education, Hartford, Conn.

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VOCATIONAL DIVISION BULLETIN No. 198—CONFERENCE TOPICS FOR THE RETAIL GROCERY BUSINESS. By Kenneth B. Haas and B. Frank Kyker. This bulletin was prepared to aid leaders of conference groups of retail grocers in discussing methods of improving store service and efficiency and increasing sales. Price 20 cents.

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See also the list of current publications on inside back cover page

The United States Public Health Service

by Thomas Parran, M. D., Surgeon General, United States Public Health Service

★★★ The United States Public Health Service is the oldest of the several organizations which compose the (newly-created) Federal Security Agency. Established in 1798 as the Marine Hospital Service to provide medical and hospital care for seamen of the American merchant marine, the Service from its earliest years has been intimately associated with measures for the conservation of national health.

The medical personnel of the Marine Hospitals, located in important ports of the United States, were frequently the first to see and to diagnose dangerous diseases imported from abroad. It was natural, therefore, that State and local authorities turned to the officers of the Marine Hospital Service for advice and active cooperation when epidemics of cholera, yellow fever, and bubonic plague occurred in the general population.

The demand for the services of the Marine Hospital corps in the control of epidemics increased as its efficiency became widely recognized. As a result, Congress continued to impose additional public health functions upon the Marine Hospital Service, until, in 1912, its evolution as a national health agency culminated in the enactment of a law giving the agency a new name—the United States Public Health Service, a title befitting the ever broadening scope of its activities.

Manifold Activities

In various subsequent acts of Congress, increasing duties and responsibilities have been imposed upon the Service. In broad outline we may think of the Public Health Service as the agency which:

1. Prevents the entrance of disease into our country from abroad.
2. Cooperates with State and local health agencies in the solution of all problems relating to the public health and in the prevention of the spread of communicable diseases from one State to another.
3. Conducts research into the causes and methods of prevention of the diseases of mankind and investigates the pollution of navigable waters.
4. Controls and licenses the manufacture and sale of biologic products used for the prevention and treatment of disease. (Biologic products are serums, vaccines, insulin, and the like. They do not include drugs and other medicines.)
5. Collects and publishes reports of the existence of disease in the United States and foreign countries.
6. Informs the public on matters pertaining to the public health.
7. Administers the allotment of Federal



Courtesy of the U. S. Public Health Service.

A Public Health Service officer boarding a ship in quarantine.

grants-in-aid to the States for the expansion of public health services throughout the country and for the control of venereal diseases.

8. Studies mental diseases and drug addiction.

9. Provides medical and hospital services for certain legal beneficiaries of the Service and supervises the medical services to Indians and in Federal prisons and reformatories.

In guarding the nation from the introduction of disease from foreign countries, the Public Health Service administers maritime quarantine laws and regulations of the United States. This work involves the medical examination of aliens at ports of embarkation and debarkation, the inspection of passengers and crews of arriving vessels and airplanes, the detention of infected persons, and the fumigation of vessels when necessary. During the course of years, and with the advance of general and public health science, improved conditions have made the task of quarantine less onerous than in former years. Eternal vigilance must be maintained however. Although many vessels are now allowed to proceed directly to dock on the certificate of their own medical officers and delay at quarantine is avoided, increased activities are

necessary today at some quarantine stations. The airplane has brought new problems with its speed. There is a danger that diseases or disease-bearing insects may be carried by airplanes, which may arrive from an infected area before the incubation period of the disease has been completed. Yellow fever is one of the diseases which cause concern in this connection.

Milestones of Achievement

The cooperative activities of the Public Health Service with the health departments of States and local communities have played an important part in the advance of public health in the United States. The eradication of yellow fever in our Southern States, the suppression of bubonic plague on southern and western coasts, and the conquest of typhoid fever and malaria in the United States during the past 30 years are all milestones of achievement in the record of the Public Health Service.

In recent years the Public Health Service has greatly expanded its program to increase health service in rural areas. This program was made an integral part of the national plan for social security in 1935 when Congress passed the Social Security Act, embodying



Courtesy of the U. S. Public Health Service.

Okefenokee Swamp, South Georgia. Dipping for mosquito larvae; collecting samples of water to discover the microscopic organisms in the water that might serve as food for the larvae. Also examining miniature house used as trap to see if mosquitoes would enter an enclosure under natural conditions to attack a warm-blooded animal. The mosquitoes breed in clumps of vegetation. The mosquitoes being studied here are *Anopheles* mosquitoes, the genus that carries malaria.

provisions for increased public health services. The act delegates the authority for the development and administration of the Federal-State cooperative health program to the Public Health Service. The passage of the Venereal Disease Control Act in 1938 added further responsibilities in cooperation with the States.

The scientific research division of the Public Health Service had its origin in the establishment of the hygienic laboratory in 1902. The laboratory function expanded constantly and is now represented by the National Institute of Health, an internationally important research institution, carrying on studies in pathology, zoology, pharmacology, bacteriology, chemistry, physiology, and engineering.

The National Institute of Health now has its headquarters in new buildings located on a 60-acre site near Bethesda, Md. (a suburb of Washington, D. C.), where 600 or more Service technicians are engaged in research in the various fields of public health. The several divisions of the National Institute of Health indicate the broad scope of scientific research of the United States Public Health Service. They include: the Divisions of Chemistry, Pharmacology, and Pathology; the Division of Infectious Diseases; the Division of Biologics Control; the Division of Industrial Hygiene; and the Division of Public Health Methods.

The new National Cancer Institute, created by an act of Congress in 1937, is a part of this famous laboratory group. Field laboratories for the investigation of stream pollution, Rocky Mountain spotted fever, bubonic plague, and malaria are also under the direction of the National Institute of Health.

The standardization of biologic products such as smallpox vaccine, typhoid vaccine, diphtheria toxoid, and insulin is a highly technical and important undertaking accomplished by a special division of the National Institute of Health. Through the control exercised by the Public Health Service over the manufacture and licensing of biologics, the public is assured of the highest standards of potency and purity.

The United States Public Health Service conducts studies of mental diseases and narcotic drug addiction. Among the interesting investigations in the latter field, are those concerned with the legitimate needs for narcotic drugs. The Service also conducts two large institutions where Federal prisoners, addicted to the use of drugs, are treated during the term of their sentence. These institutions are operated in connection with farms which afford opportunities for the physical rehabilitation of the patients, and the proceeds of which help offset the expense of operation. A limited number of drug addicts who voluntarily apply for treatment may also be accepted. For a

number of years the Public Health Service has been engaged in investigations to discover a substitute for morphine which will not contain the habit-forming element.

Accurate Information

Health officials throughout the United States need to have accurate, current information on the existence of communicable diseases in order that they may gain more knowledge of the ways of disease. The Public Health Service collects, publishes, and disseminates information regarding the prevalence of disease in the United States and in foreign countries. This information is gathered from various sources—State and local health officers, American consuls, Public Health Service officers in the States and in foreign countries, the Pan American Sanitary Bureau, the International Office of Public Health in Paris, and the Health Section of the League of Nations. These data, as well as general information regarding the prevalence of disease, and reports on current research conducted by the National Institute of Health are published each week in Public Health Reports. A public health information section issues press releases and special articles, prepares radio and motion picture scripts, and has charge of exhibit materials.

The original function of the Public Health Service—to provide medical and hospital care for seamen of the American merchant marine—has expanded to cover other beneficiaries as provided by Congress. More than half a million patients are cared for annually. Medical, dental, and hospital services are provided in 26 Marine Hospitals, owned and operated by the Service, and in certain other institutions with which the Service contracts to furnish special services for its beneficiaries. The marine hospitals have a bed-capacity of approximately 6,000.

An Objective Consultant

In its relationships with the States, the role played by the Public Health Service in protecting the Nation's health is to a large extent that of an objective consultant, providing technical advice and leadership in the application of proved scientific methods. In recent years, these functions have been amplified by the provision of Federal financial assistance through grants-in-aid to the States for provision of public health services and for venereal-disease control. Programs of public health and venereal-disease control are originated, developed, and supervised within the States by the State health authorities. The United States Public Health Service provides technical advice, and administers the distribution of Federal funds for public health purposes. The provision of Federal grants-in-aid for public health purposes has proved to be a stimulus to States for the improvement of their health services. Public health work has been intensified and expanded in many States where divisions of venereal-disease control and

(Concluded on page 64)

Eighteenth Annual Staff Conference

by Giles M. Ruch, Chief, Research and Statistical Service

★★★ Annually, since 1922, the professional vocational education staff has met in conference to review the achievements of the preceding year and to formulate plans for the current year. The meetings held in Washington on September 7, 8, and 9 constituted the eighteenth of these conferences.

J. C. Wright, Assistant Commissioner for Vocational Education, summarized briefly the growth of vocational education since 1917 under Federal grants to the States. He called attention to the fact that prior to the passage of the Smith-Hughes Act in 1917 about 25,000 pupils, confined to a half dozen States, were receiving specific vocational training. The fiscal year ended June 1918, the first year of the operation of the act, saw an enrollment of about 164,000 pupils. Since 1918 the increases in enrollments in federally aided classes have been steady, the figures for the year ended June 30, 1938, totaling 1,810,000 trainees. Preliminary estimates for the year ending June 30, 1940, suggest that 2,000,000 boys, girls, men, and women are currently pursuing courses in vocational agriculture, home economics, trades and industries, and distributive occupations. Upon the basis of this estimate Dr. Wright said current enrollments are about 80 times those recorded prior to federal aid, and about 12 times those of the first year of the operation of the Smith-Hughes Act. This vocational training program represents an annual expenditure by the States and the Federal Government combined of approximately 50 million dollars.

Reports of Services

Two of the three sessions of the conference were devoted to reports from the chiefs of the six services and the four consultants of the Vocational Division.

J. A. Linke, Chief of the Agricultural Education Service, pointed out the gradual evolution of agricultural education into a community enterprise enlisting the interests of adults in many communities. He stressed the work of the Future Farmers of America in exerting community leadership and in the beautifying of homes, schools, and churches. Both Mr. Linke and Edna P. Amidon, Chief of the Home Economics Education Service, described the cooperation of the two services in community activities, citing a project carried out in one southern State in which facilities have been provided in a local vocational agriculture school for canning surplus fruit, making sorghum, sawing lumber, storing potatoes, and for repairing farm machinery.

A recent statistical survey of the scope of home economics education in the United States, according to Miss Amidon, indicates that approximately 8,000 secondary schools are as yet without a program in home economics.

The far-reaching effects of recent social legislation on vocational education were enumerated by Layton S. Hawkins, Chief of the Trade and Industrial Education Service. New problems in vocational education, he said, have been created by such acts as those covering wages and hours, apprentice training, public-service training, and by various other emergency measures. The national defense inquiry, made recently by the Office of Education at the request of the War Department, included a survey of the resources afforded by vocational schools in the event of a national emergency.

An estimated increase in the enrollment in federally aided classes in the distributive occupations of 54,000 for the fiscal year was reported by B. Frank Kyker, Acting Chief of the Business Education Service. This gain was registered chiefly in the small schools and among employees of small businesses. Courses in the distributive occupations, he said, are offered in part-time evening classes and part-time cooperative classes for employed men and women. At present 30 States employ 40 supervisors, teacher trainers, and research workers in this program, a gain of 10 States and 13 in personnel over the preceding year.

State plans for the supervision of occupational information and guidance have been approved for six States, and plans are now under consideration from several other States, according to Harry A. Jager, Chief of the Occupational Information and Guidance Service. Federally aided guidance programs are now operating in Georgia, Maine, Maryland, Michigan, North Carolina, and Pennsylvania.

Frank Cushman, consultant in vocational education, reported widespread demand by State, municipal, and other agencies for cooperation in the training of employees. During the past year, Mr. Cushman has assisted in setting up training programs for firemen, prison officers, aircraft foremen, the Federal Bureau of Investigation, and a number of other organizations.

The value and importance of utilizing the services of advisory committees representing employers, organized labor, and State boards for vocational education in planning, organizing, and operating courses in trade and industrial education were outlined by Charles N. Fullerton, consultant in employer-employee

relations. He cited the fact that Alabama, Ohio, and Mississippi, among other States, have taken important steps in establishing amicable employer-employee relationships in connection with programs of vocational education, with a view to preventing misunderstandings of the purposes of such programs. "Because public employees are an increasing proportion of the gainfully employed and because of the social significance of the functions they perform, in-service training for these employees has become an important segment of the program for vocational education under Federal grants to the States," according to Lyman S. Moore, consultant in public service. Rall I Grigsby, consultant in curriculum problems, pointed out that there is "a growing concern for life-functioning curricular materials and that a wider variety of participating experiences in the affairs of present-day living should do much to vitalize our secondary education program, long dominated by the scholastic ideal."

Open Forum on Problems

The final session of the conference was given over to discussion of problems suggested by the staff for consideration. The question of federally reimbursed vocational programs in the junior college received principal attention. A growing demand on the part of junior colleges to expand their terminal functions in the direction of specific vocational training, it was brought out, has raised questions as to the exact conditions under which the junior college may receive aid under the Smith-Hughes and George-Deen Acts. Under these laws Federal reimbursement is limited to instruction of less than college grade. The fact that the junior college combines college preparatory functions and terminal functions requires delimitations of these dual aims in setting up training programs that may be reimbursed under existing congressional acts.

Another problem eliciting marked interest was that of the real function of a guidance program in a vocational school. Lack of time necessitated the postponement of consideration of a number of topics, notably the kinds of vocational information that may be expected from the 1940 census, techniques of evaluation in vocational education, increased coordination of the services of State and Federal vocational agencies, and numerous suggestions for research in vocational education. The several services of the Vocational Division will continue the consideration of the suggested problems in their staff meetings throughout the current year.



THE VOCATIONAL SUMMARY

by C. M. ARTHUR, Research Specialist, Vocational Division



Prospective workers in the garment trades learn the art of sewing in the Central Needle Trades School, New York City.

Cautious

Special care is exercised by those in charge of the vocational center in Salt Lake City to maintain a balance between demand and supply in training women for occupations in the garment trades, according to report. This is accomplished by means of information secured from time to time through employment surveys and through employers and employment offices.

A survey made late in 1938, for instance, showed that between 400 and 450 workers are normally employed as power machine operators in the city. On the basis of a 10 percent turn-over, it was estimated that there should be openings for 40 to 45 new workers each year, and that it would, therefore, be safe to train between 20 and 30 new operators.

Training for these prospective operators was set up in a small clothing factory rented by the public school during the shut-down season. The instructor was an employed supervisor in a clothing factory who was released for the duration of the instruction period—12 weeks and 2 days.

Of the 26 power machine operators, who were trained with materials furnished by relief agencies, 17 were given temporary employment of from 7 to 10 days while the

factory completed a rush order; 11 were employed in 3 local clothing factories, 8 did not want employment until a later date, and 7 were available for placement.

Preparatory training classes were also conducted for household service work, or more specifically for work as mothers' helpers during the summer. The opportunities for employment exceeded the number of persons trained in these classes.

More than half of the 17 women who completed a course for waitresses given during the spring term of 1938 were placed.

Trade extension classes are also conducted in the vocational center in the alteration of women's clothing and in fur finishing. A preliminary survey showed that between 75 and 100 alteration workers are employed in 21 department and ready-to-wear stores in Salt Lake City. On the recommendation of the Garment Alteration Advisory Committee it was decided to train 10 or 12 new workers. Of the 6 women who completed training, 5 were employed immediately.

Guided by conditions existing in the trade, the vocational center trained 13 women in fur finishing early in the year, several of whom were employed shortly after completing the course.

Administrator McNutt Speaks

The Administrator of the Federal Security Agency, Paul V. McNutt, will be the principal speaker at the annual banquet of the American Vocational Association to be held in the Pantlind Hotel, Grand Rapids, Mich., Thursday evening, December 7. The banquet will be a part of the annual convention of the association which will be held December 6 to 9, inclusive.

Outstanding among the topics for discussion at the convention will be that on Vocational Education for Labor and Industry, being arranged under the direction of a committee of which E. K. Jenkins, director of vocational education, Structural Clay Products Institute, Washington, D. C., is chairman. Howard Hogan, supervisor of trade and industrial education for West Virginia, will lead the discussion.

Those who will take part in the discussion are as follows: E. F. Riley, president, North Dakota State School of Science, Wahpeton, will speak on the Need for Trade Training for New Occupations; C. R. Smith, president American Airlines, Inc., will speak on an unannounced topic; John Reed, secretary, Michigan Federation of Labor, will discuss Labor Thoughts on Vocational Education; and George H. Pederson, general chairman, International Association of Merchants, and chairman, General Chairmen's Association, Chicago, Milwaukee, St. Paul, and Pacific Railroad, will discuss The Golden Rails, the New Era in Railroad, and Its Contribution to Our National Welfare.

A number of representatives of labor, employing, and educational groups will take part in the open discussions which will be a part of this conference.

Further information concerning the program now being arranged for the American Vocational Association convention may be obtained from L. H. Dennis, executive secretary, 1010 Vermont Avenue, Washington, D. C.

Rehabilitation Now a Division

For the past 19 years the vocational rehabilitation program, established under the terms of the National Vocational Rehabilitation Act of 1920, has been administered by the vocational rehabilitation service of the Federal Board for Vocational Education and more recently by the United States Office of Education through its Vocational Education Division.

Effective July 28, 1939, the Vocational Rehabilitation Service was made a division of the Office of Education. John A. Kratz, who for the past 18 years has been Chief of the Rehabilitation Service, was designated as director of the newly created division, under an

order promulgated by the Commissioner of Education.

In his announcement of this change in the status of the Rehabilitation Service Commissioner Studebaker said:

"For some time I have been considering the possible ways in which the administration of vocational rehabilitation in this Office might be improved. I have discussed the matter with chief State school officers, the executive committee of the American Vocational Association, and members of the advisory committee of the States' Rehabilitation Council.

"Recent Federal legislation making possible considerable expansion of the rehabilitation program through substantial increases of appropriations, and other considerations, have led me to the conclusion that the Rehabilitation Service in this Office should be organized as a division with a director in charge."

Cooperation That Counts

That a more effective and more efficient program of education in homemaking can be built where the two agencies most concerned in this movement—teachers of home economics in the public schools and representatives of the extension service of the United States Department of Agriculture—cooperate, has been demonstrated in a number of States.

Proof of the results of such cooperation is to be found in a report of examples recently issued by the Office of Education. In this report, Miscellany 2220 by the United States Office of Education, examples are cited of different types of cooperation between extension and public-school home economics groups. Illustrations of exchange of services and division of responsibilities, of joint activity, of working relationship plans, of cooperative county program planning, and of cooperation on State-wide projects, are discussed and described in the Office of Education publication.

As an example of the type of information contained in this publication may be mentioned the description of the cooperative county program of homemaking education carried on in Allegany County, N. Y. As a preliminary measure the cooperating group studied together the needs of the county with respect to homemaking education. As a result of the preliminary planning, a program of activities was set up which called for several

conferences each year of public-school home economists and extension home economists; cooperative tours to visit projects; visits to schools in which home economics courses are offered; joint exhibits of homemaking education activities for use at meetings of various organizations; joint collection and interpretation of data needed in formulating and carrying on homemaking education; joint programs for reaching families not previously reached with home economics education.

Space will not permit of a description of the complete results of this joint county program; of the difficulties encountered in working out certain phases of the project; and of many other interesting phases of the program. Those who are interested in securing this detailed information will find it in Miscellany 2220, which may be secured from the United States Office of Education, Federal Security Agency, Washington, D. C.

Farm Forestry

Among the supervised farm practices undertaken by students of vocational agriculture in rural high schools, particularly in the Southern States is the reforestation and management of farm woodlands. As a result of these projects, thousands of trees have been set out and home woodlands have been improved to the point where they have yielded a larger income than previously.

With a view to providing vocational agriculture teachers with reliable subject matter to use in offering instruction in farm forestry the United States Office of Education has prepared and issued vocational division bulletin 196, entitled Farm Forestry. This bulletin, which supersedes Bulletin 169, issued by the Federal Board for Vocational Education in 1933 was prepared by W. A. Ross, subject-matter specialist in agricultural education, Office of Education in cooperation with W. R. Maltoon, extension forester, Forest Service, United States Department of Agriculture.

Briefly, the new publication presents: (1) Analyses of operative training content for special farm forestry jobs; (2) interpretive science and related information of importance in connection with these jobs; (3) illustrative material; and (4) lists of references.

Over the Top

At its annual meeting in Kansas City in

October 1938, the Future Farmers of America—national organization of boys studying vocational agriculture in rural high schools—set as its goal for the organization year 1938-39, a membership of 200,000. Early in August figures compiled by the national treasurer of this organization showed that the membership had reached 205,346, or 5,346 over the goal set. This enrollment represents a total increase of 33,952 over the membership for 1937-38. The present membership is distributed in approximately 6,000 local F. F. A. chapters.

Firemen Training Explained

Zone schools, extension courses, institute or short courses, and local training programs for firemen are all described in Vocational Division Bulletin 199, "Vocational Training for Firemen," recently issued by the United States Office of Education.

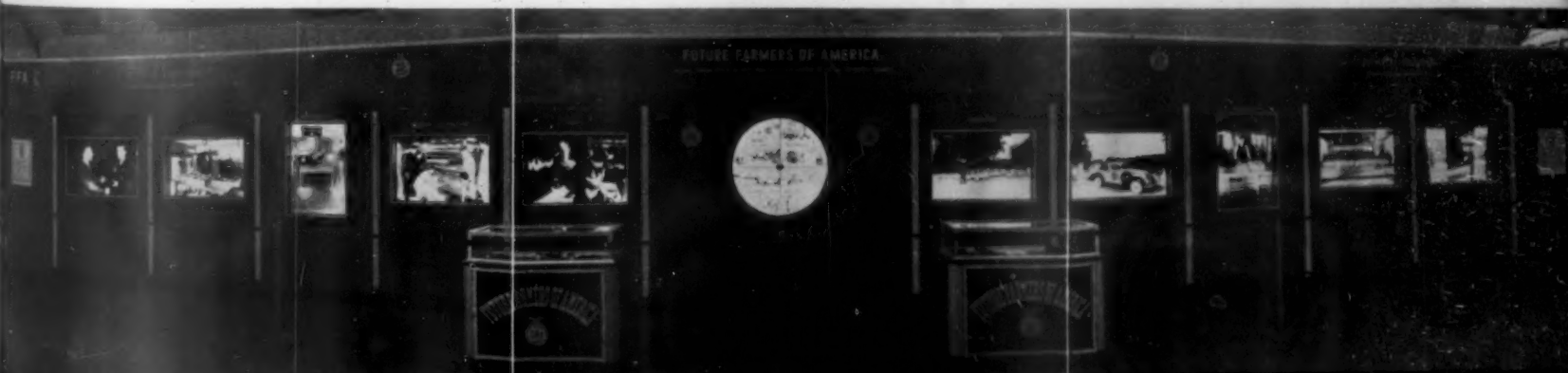
The purpose of the bulletin is to give a general idea of the present status of fireman training, especially with regard to programs which have been developed in the States in cooperation with public vocational education agencies. It is published to supply fire chiefs and other interested persons with information regarding the types of service which fire departments can secure from public vocational education agencies, the objectives of programs of training for firemen and some of the principal factors which should be considered in connection with the development of these programs.

Particular attention is called to the fact that under the terms of the George-Deen Act the use of Federal funds for vocational education is specifically extended to training for "public and other service occupations." The occupations followed by fire department personnel are, of course, included in the category of public-service occupations.

The appendix to the new publication of the Office of Education contains a detailed outline of some phases of the firemen's training program carried on in Massachusetts and California—two States which have established particularly successful programs in this field of training.

The bulletin may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 10 cents a copy.

This exhibit by the Future Farmers of America was on display at the recent Seventh World's Poultry Congress in Cleveland, Ohio. It occupies a floor space 60 by 8 feet. Ten hand-colored glass transparency pictures illuminated carry the story of F. F. A. fundamentals. The center transparency flashes the four parts of the motto. Finished in blue and gold, this is a permanent exhibit for the organization and will next be seen at the Twelfth National Convention of F. F. A. being held October 14-21 in the Municipal Auditorium at Kansas City, Mo.



Governor as Member of Boards

by John H. McNeely, Senior Specialist in Higher Education

★★★ A trend has recently developed among the States toward the centralization of authority over the various State governmental agencies in the governor as the State's supreme executive officer.

State higher educational institutions as State agencies have been affected by the movement. Their governing boards have in many instances been made subject to the governor's authority along with the other agencies of the State government.

Table 1

States in which governor is ex officio president or chairman of boards governing State higher educational institutions of particular type

State	Type of institution
Alabama.....	State university. Agricultural and mechanic arts college. Women's college. All teachers colleges, normal schools, and Negro colleges (governed as group by single board).
Arkansas.....	State university. Negro college.
Connecticut.....	State university.
Florida.....	Institutions of all types (governed as group by single board). ¹
Kentucky.....	State university.
Louisiana.....	Do.
Mississippi.....	Institutions of all types (governed as group by single board).
Montana.....	Do.
North Carolina.....	State university. 3 Negro normal schools (each governed by separate board). ¹
South Carolina.....	State university. Women's college. Negro college.

¹ The governor is president of the State board of education which has supervisory authority over the board governing the institutions.

The centralized authority vested in the governor over the governing boards of the institutions has in general been of a supervisory and regulatory character. Yet the governor because of enhanced authority and prestige is frequently enabled to exercise a strong influence over the boards in the internal management and administration of the institutions. This is especially the case where the governor has been legally designated to serve ex officio on the governing boards.

Legal provisions of the different States in placing the governor on the governing boards of higher educational institutions have either made him the president or chairman of the

board or a member ex officio. As chairman he presides over the meetings of the board and directs to some extent at least its deliberations.

Ex Officio President

Table 1 lists the States in which the governor has been legally designated as the ex officio president or chairman of one or more boards governing institutions of particular types. In several of the States the governor has been designated as the regular president or chairman of the board, the term ex officio not being used. Since no legal difference apparently exists between the two designations, no effort has been made to distinguish between them. Attention is called to the fact that in some of these States there are institutions of other types where the governor does not serve in this capacity on their boards.

The governor occupies the position of ex officio president or chairman of one or more governing boards in 10 of the 48 States or approximately one-fifth, according to table 1.

Of these States the governor serves in this capacity for the single board governing institutions of all types as a group in three States. This means that he is authorized to preside over the meetings of the board responsible for the management and administration of all the State's higher educational institutions. In two States the governor is president or chairman of single boards governing certain types of institutions, such as teachers colleges or normal schools. The governor occupies this position on the board governing the State university in seven States and the State agricultural and mechanic arts college in one State.

Among these States there are only three in which other legal powers have been conferred upon the governor in conjunction with his ex officio presidency or chairmanship of the boards. In Alabama the Governor, as president of the separate boards governing the State university and the State agricultural and mechanic arts college, is empowered to call special meetings of the board upon the written request of four members. The Governor, however, may only exercise this power in the event that the extempore chairman is absent or incapacitated.

In his capacity as president of the board governing the State university in Louisiana, the Governor is legally authorized to appoint the board's executive committee. This committee is responsible for the transaction of the business delegated to it by the board during the interim between its regular annual meetings.

As ex officio chairman of the single board governing institutions of all types as a group in Mississippi, the Governor is empowered to approve the itemized vouchers of the members covering their traveling expenses to and from the meetings before they are payable. Special meetings are also called by him or by five members of the board.

The Governor as president of the governing board of the State university in North Carolina possesses still greater authority. No annual meeting or special meeting of the board may be held unless called by the Governor. This also is applicable to any meeting of the board's executive committee. The Governor is further authorized to fix the time and place of the meetings. Another legal requirement is that the Governor in person presides at all meetings. In case of his inability to be present, he must appoint in writing a person to act in his place.

Table 2

States in which a governor is ex officio member of boards governing State higher educational institutions of particular type

State	Type of institution
Arizona.....	State university.
California.....	State university.
Colorado.....	Agricultural and mechanic arts college.
Delaware.....	State university.
Georgia.....	Institutions of all types (governed as group by single board).
Illinois.....	State university.
Massachusetts.....	Agricultural college.
New Hampshire.....	State university. All teachers colleges (governed as group by single board).
New Mexico.....	State university. Agricultural and mechanic arts college. Technical school. Military institute. Each teachers college and normal school (governed by separate board).
Oklahoma.....	3 junior colleges (each governed by separate board).
Pennsylvania.....	Agricultural and mechanic arts college.
Rhode Island.....	Institutions of all types (governed as group by single board).
South Carolina.....	Military college. Medical college.
Tennessee.....	State university. Institutions of all types except State university (governed as group by single board).
Vermont.....	State university.
Wyoming.....	State university.

(Concluded on page 64)

Self-Analysis for Teacher-Training Libraries

by Ralph M. Dunbar, Chief, Library Service Division

★★★ A Scotch poet once wrote about the desirability of seeing ourselves as others see us and the possible outcomes of such an activity. Some college librarians apparently have felt the common sense of such a procedure, for they have been advocating library self-analysis as a means of discovering shortcomings and improving service.

Concerning the function of a library in the educational program of the college, it has been pointed out that along with the classroom and the laboratory, the modern library has become an essential factor in attaining institutional objectives. This fact is particularly significant in the case of a teacher-training institution, because its students must not only be stimulated to read and interpret, but must be trained in the art of stimulating others to read and interpret. Since a high degree of responsibility is thus placed upon the library of a teacher-training institution and upon its laboratory school library, it is extremely important to determine the degree of efficiency at which these units are operating.

Possible Kinds of Analysis

Several kinds of analysis are, of course, possible. It could be a library survey with outside specialists—librarians and nonlibrarians—called in to investigate and report, a procedure usually more expensive than most teachers colleges can afford; it could be the quick appraisal type, fashioned somewhat after the public opinion poll; or it may be a carefully planned self-analysis undertaken by the librarian himself with the aid of the library staff and the cooperation of the faculty.

Since the last-named type is probably within the economic reach of most, if not all, of the teacher-training institutions, it is proposed to suggest a procedure and some guiding principles in general terms for such an undertaking.

Preliminary Steps

In this process of self-analysis, one of the important preliminary steps is the determination of the objectives of the college, for the objectives of the library are conditioned by those of the institution of which it is a part. These institutional objectives may be ascertained from statements of the president, from printed announcements giving the aims of the college, and from interviews with the president.

It is essential that the president's support be secured and that he understand fully the aim of the undertaking. A selected brief bibliography on college library surveys and library objectives, with annotations and even excerpts, should be available, so that the purposes

of the proposal may be clear. Similarly, the cooperation of the faculty must be enlisted and its point of view understood. Unless the librarian and his staff know what the faculty is expecting of the library—and perhaps not getting—and unless the faculty is aware of what the library is striving to do and of its resources, or lack of them, progress is likely to be a halting thing.

Objectives of the Library

The library of a teacher-training institution must provide students with reading materials, books and periodicals needed for course work and for general reading; it must supply the faculty with the required supplementary aids for instruction and with printed material on educational and other research which will enable it to keep up-to-date and abreast of progress; if graduate and research work is undertaken in the field of education, it must acquire the necessary source material and make it available through proper facilities. It should see that the laboratory school library is effective and adequate in its service.

Major Areas

With the institutional objectives determined and their implications for the library indicated, the areas for analysis may be outlined. Although various groupings are possible, these major ones seem to have significance in analyzing the functioning of the library: Holdings; personnel; plant facilities; finance; and use.

Holdings

As regards holdings, the teachers college subcommittee of the American Library Association School Libraries Committee in 1931 recommended that a teacher-training institution require a minimum of 25,000 volumes and 150 periodicals. It is well to remember, however, that the true value of the book collection depends not only upon number but also upon distribution (whether fields covered by the curriculum and the needs of the institution are adequately represented and in the proper proportions), upon appropriateness of titles included, and upon recency.

To measure the adequacy and completeness of a college library collection, a number of standard lists of books are available, all of which must be used with certain restrictions. There is the Shaw list, now in process of revision; the more recent Mohrhardt *List of Books for Junior College Libraries*; also the *Good Reading* list, prepared by a committee on college reading for the National Council of Teachers

of English and a good test of the cultural reading material contained in a library. In the reference fields, there are check lists used by the North Central Association and the Southern Association in their accrediting procedures.

Specifically in the field of education, a possible measuring stick is the annual list of 60 best books in education prepared for many years by the Enoch Pratt Free Library of Baltimore. Furthermore, the faculty itself can be of great help in this self-analysis of holdings by checking standard bibliographies in the fields covered by the teacher-training institution and by otherwise considering the book needs. This cooperation on the part of the faculty may finally take the form of submitting a list of needed material classified as follows: (1) Absolutely indispensable, (2) desirable, (3) not known at first hand but probably desirable when funds permit.

The strength of the periodical collection may be checked against the list used by the North Central Association and also against the Lyle-Trumper *Classified List of Periodicals for the College Library*, 2 ed. published in 1938; also against the list of periodicals covered by the *Education Index*.

On the basis of what the library actually lacks in necessary reading material to fulfill properly its obligation to faculty and students, the librarian has definite data on his needs. He can present to his president not the general plea for more money—that is an old story to the president, probably a chronic plea with all departments—but he can now state specifically: "In the opinion of the faculty, the sum of so many dollars is needed to put our library on a properly functioning basis and to keep it there."

Personnel

The analysis of personnel should take account of its numbers, its training, its experience, and its competency to perform the tasks before it. A recent survey states, "The professional staff must be far more than a body of clerical workers. To meet the demands made upon it, the staff should possess a broad general education, expert bibliographical knowledge, technical skill of high order, and a scholarly attitude toward the problems of research and of education."

How many persons constitute an adequate staff for a library in a teacher-training institution? No one answer can be given to this question. According to T. R. Barcus, of the Advisory Group on Teachers College Libraries, the typical teachers-college library in addition to its trained librarian has three additional

full-time staff members, two of whom are trained. It is difficult to see how the number can go much below this figure, because with a library open from 66 to 72 hours it will be almost impossible otherwise to have it manned at all times with a trained staff. As a general rule, the time that the student assistants are in charge of the library should be kept to a minimum; if possible, it should be avoided altogether.

In a study of personnel in 1926, W. E. Henry noted that in 11 universities, the average number of students per staff member was 198; in other words, 600 students would require 3 library staff members, 1,000 students would require 5 staff members. The survey of land-grant colleges and universities made in 1930 by the U. S. Office of Education recommended 5 library staff members for the first 500 students, 10 for the first 1,000, and 4 for each additional 500 students. It should be noted however, that these are only general figures and that numerous factors must be taken into account such as ratio of professional to clerical staff, character of work done at the institution, physical lay-out of the library, and so on.

The analysis of personnel should include a consideration of its education and training; number of years of college work completed; library degree held and from what institution; other library training; the recency of such training; and further training undertaken since entering upon present position.

The self-survey should consider the salary paid full-time staff members in comparison with that paid for similar work in other libraries. Good librarians and library assistants cannot normally be retained if the salary scale is below that of other institutions.

Another item in our analysis is the extent to which the librarian is on the policy-forming committees of the institution and a participant in faculty deliberation. It is imperative that he take part and lend his advice on institutional problems in which the modern library should be playing an important part. Still another question is that of the professional library staff possessing faculty status, not so much the matter of rank as that of participation in faculty meetings and other privileges possessed by the faculty.

Physical Plant Facilities

An analysis of library facilities invariably leads to the question of new buildings, a problem normally for a special committee rather than for a self-survey. Nevertheless, there are some points properly within the scope of the latter. What is the seating capacity? Is it the recommended 20 to 25 percent of the total student body? Some are recommending 40 percent and even 50 percent. How much more shelving space is available? Is the present arrangement of equipment and rooms the most economical one as regards space and working efficiency? Can any of the noise in the halls, stairways, and rooms be eliminated

or lessened by the use of other structural materials?

Finance

The analysis of the financial support of the library touches many vital problems. What points should be considered? To say that a typical teachers college in the outstanding group spends \$12,025, does not help much, because the median figure is not necessarily the ideal one. What is really needed is an amount which will provide adequate service for the institution in question, and in this problem many factors are involved: Method of instruction employed; present status of the library collection; arrangement and location of the library building. When library cost accounting has advanced further and unit costs of various types of library service are accurately known, the answer to amounts required will be easier to give.

There are some figures, however, which the self-analysis can obtain and use, with due recognition that these measures are crude. One is the ratio of total annual library expenditures to the total institutional expenditures, excluding capital outlays and dormitory operation. These ratios, computed for a period of perhaps 10 years, give evidence of how the library has been faring. The teachers college subcommittee recommended 7 percent as the minimum desirable ratio of library expenditure to total institutional expenditure.

Another figure which the self-survey should obtain is the amount spent per student annually for library purposes; also the amount for instruction. Comparison can then be made with other institutions, but this process must be done cautiously. Dean L. R. Wilson has stated that good library service could not be given for less than \$20. Randall and Goodrich found that 20 colleges known to be rendering satisfactory library service were spending on the average \$32 annually per student. Graduate students require a higher expenditure.

Use

The service rendered by the library is, after all, the real test of the worth of a library in a teacher-training institution. It is a question not only of quantity of use, but also of quality, because a library may be doing a large volume of business, and yet in quality be doing nothing more than a college rental bookstore would do—simply passing books over the counter upon specific requests for course material.

The quantity of use can be obtained by the statistics customarily recorded; Circulation, differentiated as to students, faculty, and other persons; reserve book loans for use within the building; reference questions answered, differentiated, if possible, as to informational questions, search questions involving rather extensive use of library materials and consuming over 15 minutes in time, and bibliographies compiled.

In the matter of quality of use, an extended study is really involved, more than a self-analysis can undertake normally.

Although the normal self-analysis, owing to pressure of other work, probably cannot carry on an extended study of the quality of service, nevertheless with the aid of the faculty, sampling to cover some of the most important points could be undertaken. Furthermore, at periodic intervals, every library might well run a test to see what proportion of books called for are not supplied, and why. On every request not filled, one of these questions might be answered: *Is the book charged out? Is it at the bindery? Is it missing? Is it unavailable owing to faulty records? Is it not possessed by the library?* A representative sampling should give some significant data about defects in service and show where remedies are needed. The library should see to it that books requested are being supplied promptly; that readers are being assisted in finding their books and are being helped with their simple reference questions.

Similar tests should be made regarding the laboratory school library, which is an important adjunct in the total program.

Possible Results

The self-analysis of the library, covering the areas just indicated, should afford the librarian, the faculty, and the president of the institution definite information regarding the functioning of the library as an integral part of the educational program. The disclosed shortcomings should indicate the steps needed to insure that the library in the teacher-training institution is functioning at the highest possible degree of efficiency.



Convention Calendar

- AMERICAN VOCATIONAL ASSOCIATION, INC. *Grand Rapids, Mich., December 6-9.*
- ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS FOR NEGROES. *Durham, N. C., December 7 and 8.*
- ASSOCIATION OF LAND-GRANT COLLEGES AND UNIVERSITIES. *Washington, D. C., November 15-17.*
- CHILD STUDY ASSOCIATION OF AMERICA. *New York, N. Y., November 17 and 18.*
- CONFERENCE OF NEGRO LAND-GRANT COLLEGES. *Washington, D. C., November 13-15.*
- NATIONAL ASSOCIATION OF STATE UNIVERSITIES IN THE UNITED STATES OF AMERICA. *Washington, D. C., November 13 and 14.*
- NATIONAL COUNCIL OF TEACHERS OF ENGLISH. *New York, N. Y., November 23-25.*
- WOMEN'S EDUCATIONAL AND INDUSTRIAL UNION. *Boston, Mass., November 28.*

CCC Educational Achievements, 1938-39

by Howard W. Oxley, Director of CCC Camp Education

★★★ The most significant change affecting the Civilian Conservation Corps during the fiscal year 1939 was the transfer of the organization to the Federal Security Agency. In his message to Congress recommending the transfer, the President once again stressed the social and educational aspects of the organization. He said in part: "The Civilian Conservation Corps, now an independent establishment, is placed under the Federal Security Agency, because of the fact that its major purpose is to promote the welfare and further the training of the individuals who make up the corps, important as may be the construction work which they have carried on so successfully. . . . This transfer would not interfere with the plan of work heretofore carried on, but it would enable the Civilian Conservation Corps to coordinate its policies, as well as its operations, with those other agencies of the Government concerned with the educational and health activities and with human security."

This statement again indicates the unique character of the CCC as an educational agency. Every phase of camp life contributes to the employability and civic usefulness of the young men enrolled in the corps. The routine and discipline of camp life, the hours of work in the open air, the good food, regular hours, and association with the supervisory personnel assist immeasurably in the development of the enrollees.

Aside from these intangible values, however, a great variety of organized educational activities are carried on in the camps. These include counseling and guidance, academic education, vocational and job training, informal educational activities, and other courses such as health, first aid, safety, life saving, and professional training for instructors and enrollee leaders.

Some Achievements

A few of the outstanding achievements of the year are as follows:

The average strength of the corps was 273,572 enrollees, and the average regular attendance in organized classes and activities was 249,768 enrollees or 91.3 percent of the average strength.

Thirty-seven percent of all enrollees participated in academic classes; 47 percent in vocational classes; 65 percent in job training activities; 16 percent in informal activities; 13 percent in professional training; and 59 percent in such classes as first aid, safety, health, and life saving.

During the year, a total of 8,445 enrollees who entered the corp illiterate were taught to read and write.



CCC arithmetic class.

Diplomas and degrees: 5,146 enrollees completed the elementary grades and received eighth grade diplomas; 1,048 received high-school diplomas; and 96 received college degrees.

Certificates: 103,939 enrollees were awarded 174,277 CCC unit certificates; 15,150 were awarded 17,096 CCC educational certificates; and 23,836 were awarded 26,691 CCC proficiency certificates.

During the year, 1,530,673 guidance interviews were held by CCC officials.

There was an average of 24,476 instructors, or 16 per camp, each month.

An average of 6,203 educational films were shown each month with a monthly attendance of 503,566; 7,320 lectures were given during an average month, with a monthly attendance of 960,379.

During the year, 31,008 enrollees were discharged to accept employment. Many of these men were assisted in qualifying for and finding their jobs through their participation in the educational program.

General Education

During the past year 91.3 percent of the enrollees regularly attended educational classes during their leisure time. The average enrollee spent about 4 hours each week in this way. The following table shows the number

of hours spent by enrollees each week in educational activities during a given month:

TABLE I.—Extent of enrollee participation in educational program

Number hours per week	Number enrollees	Percentage
1 hour.....	48,215	18.6
2 hours.....	83,445	20.9
3 hours.....	42,361	16.5
4 to 5 hours.....	49,593	19.4
6 to 10 hours.....	31,968	12.5
11 to 15 hours.....	5,425	2.1
More than 15 hours.....	2,020	.8
None.....	23,134	9.0
Total.....	256,001	100.0

Two of the major objectives of the CCC educational program are to eliminate illiteracy and to raise the educational level of enrollees deficient in school subjects. To accomplish this, elementary, high-school, and college courses are offered to enrollees in the camps. During an average month, 102,138 enrollees, or 37.4 percent of the man, regularly attended academic courses.

There were 7,415 illiterates in the camps during an average month and 7,224 (97.4 percent) attended literacy courses; 8,445 illiterate enrollees were taught to read and write during the year; 92,068 enrollees were on the elementary level and of these, 48,876 (53.1 percent) took elementary courses; 5,146

enrollees completed the elementary course and were awarded eighth-grade certificates; 138,347 enrollees were on the high-school level and 47,229 (34.1 percent) of these men attended high-school courses; 1,048 were awarded high-school diplomas; 35,743 were on the college level, and 2,268 (6.3 percent) attended college classes during the year; 96 received college degrees. In addition, a report for the period from July 1 to October 15, 1938, indicated that during this 3½ months' period, 763 scholarships were established for enrollees by 189 different colleges and other institutions.

Elementary Curriculum

A study was made of the academic curriculum of the CCC during the year. It was discovered that although 86 different named elementary subjects were offered in the camps, 97 percent of the enrollees attended classes in 9 different subjects including literacy training, grammar, penmanship, reading, spelling, arithmetic, civics, geography, and history.

Vocational Training

Vocational training is considered one of the major objectives of the program and 49.5 percent of the educational activities are classified as having vocational objectives. The great majority of the men have had little if any vocational training or experience prior to their enrollment in the corps. It is necessary, therefore, to train the men for the jobs which they are called upon to perform in the camps and further, to train them for jobs which they may secure upon their discharge from the CCC.

Job training is an important part of the educational and training program. Clerks, cooks, mess stewards, camp exchange and supply clerks, truck drivers, and general handy men are needed to work in the maintenance of the camp itself. On the work projects, the technical services need workers for about 60 major types of work projects, such as road construction, forest culture, landscaping, dam and bridge construction, limestone and quarry work, power line and telephone line construction, soil conservation work, and public grounds development. In addition to the training on the job carried on during the 8-hour workday, classes in related subjects are carried on during leisure time. An average of 178,918 enrollees or 65.4 percent of the men participated in these job-training activities during the year. Many of the men are interested in securing employment in jobs in which there is no opportunity to provide experience in the camps. Insofar as possible the camp officials provide such training for the enrollees.

A study made of the vocational curriculum revealed that 249 different vocational subjects were being taught in the camps. However, 71 percent of the men were enrolled in 21 courses which consisted of bookkeeping, shorthand, typing, office practice, business management, electricity, house wiring, radio service,



CCC mechanical drawing class.

carpentry, masonry, cabinetmaking, general agriculture, soil conservation, forestry, auto mechanics, blacksmithing, welding, retail merchandising, surveying, and drafting. Special instructional outlines in these and a few additional subjects are now being prepared for use in the camps.

Informal, Professional, and Miscellaneous Activities

An unusual feature of the CCC educational program is the emphasis placed upon informal types of education, such as arts and crafts, dramatics, and music. The reports indicate that 16 percent of the men engaged in these activities during the past year.

There is a variety of other educational activities carried on in the camps. All camps provide instruction in health, first aid, and safety. Officers, foremen, enrollees, and other instructors in most camps attend foremanship classes, leader-training, and teacher-training groups. The average monthly circulation of books from the camp library amounted to 192,324, with 39.5 percent of the enrollees borrowing the books. An average of 6,665 enrollees attended schools and colleges in the vicinity of the camps and 17,695 took correspondence courses. An average of 865 companies published camp newspapers each month.

Teaching Staff

The teaching staff of the CCC educational program is drawn largely from the personnel in each camp. For example, during an average month there were 24,476 persons acting as instructors in the camps. Of this

number 1,446 were camp educational advisers; 3,029 were Army officers; 9,953 were members of the technical services; 6,410 were enrollees; 1,745 were W. P. A. instructors; 66 were N. Y. A. student teachers; 1,098 were teachers from the local school system; and 726 were volunteer instructors from nearby communities. While most of these camp teachers are not professional teachers, they are experienced in the subjects which they teach. In many camps, all camp teachers participate in teacher-training courses which are designed to improve their teaching ability. Also, many camps have weekly teacher meetings for the purpose of improving instruction.

Wider Cooperation

One hundred and eighty-nine colleges and other institutions offered scholarships to enrollees and more than 60 provided correspondence courses at reduced rates for the enrollees. Hundreds of other schools and colleges have placed their facilities at the service of enrollees during the school year. Likewise, other non-Government agencies, such as the Chamber of Commerce, Junior Chamber of Commerce, Y. M. C. A., Kiwanis, and Rotarians have aided in training the men and placing them in employment.

With the transfer of the Civilian Conservation Corps to the Federal Security Agency, it is expected that the corps will be able to coordinate and integrate its efforts for the youth of the country more effectively with those other Federal agencies which are training young people for employment and citizenship.



In Public Schools

Pedestrian Protection

"With the school on the job, the child accident problem is not so severe as it once was. The child toll is nothing like it would be if teachers, school administrators, police, the AAA and affiliated motor clubs, and other civic groups had not taken hold of the problem," says *Pedestrian Protection*, a recent publication of the American Automobile Association. This publication, which is profusely illustrated, treats of major problems of pedestrian traffic, causes of pedestrian accidents, education for pedestrian protection, and other matters of interest.

Report Card for State-wide Use

A new primary-grade progress report for parents was issued this summer by the West Virginia State Department of Education. This is one of the States in which the schools are organized on the county unit plan and consequently the new report card will be used in both city and rural schools. The committee in charge of developing the report is composed of the State supervisor of elementary schools, a local superintendent of schools, a representative from each of the State teachers colleges and eight primary teachers representing both city and rural ungraded schools. Six annual ratings are given for progress in desirable habits and abilities and for progress in the school subjects. Several detailed objectives are listed for rating under headings of health, social, and work habits. From two to six objectives are listed under the school subjects of reading, language, writing, spelling (grades 2-3), numbers, art, music and group activities (social studies and science). Ratings are made with symbols representing *Outstanding* (O); *Satisfactory* (S); *Improving, indicating progress but not yet satisfactory* (I); and *Unsatisfactory* (U).

A note to parents states that "this report indicates the pupil's progress in school subjects and in those desirable habits, abilities and attitudes of mind that make for wholesome living and good citizenship. The increased number of separate items on the report are meant to convey to the parent more specific information on individual progress and growth. In the use of this report form, it should be understood that ratings are based upon effort and ability of the individual pupil and not by comparison with others of the group." It is expected that this new form will aid in the State-wide development of the nonpromotion primary unit plan of grade organization. A note to principals and teachers urges that the first parent-teacher meeting in the fall be used to explain the new progress report to parents.

Moral Instruction

A recent act of the State legislature of Maine provides that the school committee of each city or town may authorize and complete a survey of the religious affiliations of all pupils attending the public schools within such city and town, and ascertain those pupils who desire, and have the consent of parent or guardian for moral instruction. On a day each week, to be fixed by the board, it may excuse such pupils for at least 1 hour for the purpose of attending their respective places of worship or some other suitable place, there to receive moral instruction in accordance with the religious faith of said pupils. The act provides that such instruction shall be given without expense to any city or town.

New Institution Deeded

"It is hoped that the Charles Boettcher School for Crippled Children of Denver, Colo., will be completed by January 1, 1940, and that it will be ready for occupancy by the beginning of the second semester of the school year 1939-40," says a recent issue of the *School Review* of that city. This school was made possible by donations from Mr. and Mrs. Claude K. Boettcher who gave \$192,500 toward its construction in honor of Mr. Boettcher's father, Colorado pioneer. This sum represented 55 percent of the total cost of the building. Operating expenses will be maintained by the school district, to which the new institution is deeded outright, and all administrative functions will be carried on by the Denver public schools. Crippled children from the kindergarten through the twelfth grade will be admitted.

Rural Community Report

An Analytical Study of a Rural School Area is the title of a bulletin recently prepared by Henry L. Fulmer, Associate Rural Sociologist, Clemson Agricultural College, Clemson, S. C. The purpose of the study is to show significant facts obtained from the homes and schools of a rural community comprising 10 rural school districts located in the northwestern part of South Carolina. Among the conclusions are: The small school is not only inefficient but it is also expensive; the schools of the area are top-heavy with lay management and are in need of educational leadership and planning; an administrative unit large enough to permit a complete, general school program with all necessary administrative services is needed.

Cincinnati Report

The bureau of school research of the public schools of Cincinnati, Ohio, has recently issued a comprehensive study on *Size of Classes and Distribution of Teacher Time in Cincinnati High Schools*.

W. S. DEFFENBAUGH

In Colleges

Analyzes Delaware Language

An Indian, Willie Long Bone, acting head of the Delaware Tribe, is aiding research workers at the University of Michigan Linguistic Institute in making the first scientific analysis of the Delaware language.

Tea House Practice Laboratory

The University of Texas has recently set up a tea house as a training laboratory for students in professional home economics. It is said that this is the first institution to set up a separate training center as most schools use space in their home economics buildings or cooperate with privately owned tea or lunch rooms to afford their students actual experience.

Novice dieticians have to learn to plan meals, to buy economically, to supervise preparation and service, and to balance budgets—not for two or for a family of five, but for hundreds of diners-out; then along with classroom work they spend 6 hours weekly in laboratory work at the new tea house. Here they prepare salads, make rolls, bake cakes, roast beef, order groceries, work on the day's books, and face managerial problems.

Cornell Celebrates

The centennial of the birth of Robert Henry Thurston, who was a noted American pioneer in engineering education, was celebrated October 25, at Ithaca, N. Y., by Cornell University in cooperation with the American Society of Mechanical Engineers, of which Dr. Thurston was the first president.

"Dr. Thurston was a man of extraordinary foresight. Whether considering the application of engineering to social progress or the training of engineers for their chosen profession, he habitually looked toward the future."

Dr. Thurston was considered an authority on materials of construction, steam engines and boilers, and the history of engineering as well as on the philosophy of education. His most widely known work, *A History of the Steam Engine*, published originally in 1878, is scheduled for republication this year as part of the celebration of the centennial of his birth.

Former Chancellor Kirkland Passes

James H. Kirkland, chancellor emeritus of Vanderbilt University, died in Nashville, Tenn., on August 5, 1939. For nearly 50 years he influenced higher education in the South and was one of the few leaders who were largely responsible for improvements in educational standards which took place both in the high schools and colleges of that region.

Enrollments in Mineral Technology

William B. Plank, head of the department of mining and metallurgical engineering, Lafayette College, reports that during the past school year 1938-39, 9,619 students of mineral technology were enrolled in 53 schools in the United States. This does not include 1,014 enrolled in the six schools in Canada.

Of the 9,619 students in this country, 37 percent are taking courses in petroleum and natural gas, 26 percent in metallurgy, 20 percent in mining, 8.8 percent in geology, 8.6 percent in ceramics, one-fourth percent in fuel technology, and 1 percent were special students.

WALTON C. JOHN



In Libraries

Field Visitor in Illinois

In Illinois, the 1939 Appropriation Act for the State library created the position of field visitor for school libraries. This makes 13 States which now have designated specifically an official to render supervisory and advisory services to school libraries.

Trained Psychologists

Speaking in San Francisco before the Adult Education Round Table of the American Library Association, Alice I. Brown of Columbia University, stated: "The annual loss in money and human resources through preventable mental illness and maladjustments is almost incalculable." As a remedy, she suggested: "A practical way to help meet this situation might be the appointment of trained psychologists to the staffs of public libraries and other institutions devoted to adult education. Their function would be to collaborate with or direct the efforts of librarians and other professional workers who are in a position to offer guidance to the general public."

Reading Game

According to the official journal of the Illinois State library, the Chicago Board of Education and the Chicago Public Library cooperated during the past summer in a reading game for children. In the branch libraries were displayed clocks, each representing a subject of interest to children such as adventure, famous people, etc., and having its hours composed of books on the subject. After selecting a favorite topic, the children read around the clock, reported orally to the children's librarian, who in turn was to send a record of the reading to the schools.

Munthe's Evaluation

At the invitation of the Carnegie Corporation of New York, Director Wilhelm Munthe of the university library at Oslo, has completed an extensive evaluation of library policies and activities in the United States.

His frank analysis of the strength and weakness is presented in a study entitled *American Librarianship from a European Angle* and issued by the American Library Association. Besides covering the problems of libraries in the institutions of higher education and the status of education for librarianship, Dr. Munthe has examined critically the public library situation. Of the public library movement, he writes:

"In the mind of Europeans, the American library movement stands out primarily as that gigantic endeavor to persuade a large heterogeneous, pioneer population to turn to the book as the fountainhead of culture . . . Nowhere has it been done with such determination and zeal as in the United States."

Bookmobile in Virginia

The Virginia State Department of Education has turned over to the Tidewater Regional Public Library a bookmobile which will be used for library service to schools in 10 counties. According to C. W. Dickinson, Jr., director of school libraries and textbooks, his office has allotted to the school boards in these counties, a total of \$5,520, which if matched by the local units will mean that new books to the amount of \$11,000 will be available for distribution to the 34 high-school libraries and the Tidewater Regional Public Library during the coming school year.

Research Institute

The University of Texas has just launched a greatly expanded research program this fall. A council of 11 men was named to head the university's research institute. The institute was granted an initial budget of \$25,000 annually to operate over the field outside such university channels as research in business, city government, engineering, economics, geology, industrial chemistry, and the social sciences.

RALPH M. DUNBAR



In the Office of Education

Back-to-School Statistics

Back-to-school facts and statistics reported by the United States Office of Education this year include the following:

Elementary schools will enroll about 21,750,000 boys and girls.

High schools throughout the country will enroll 7,200,000 students.

This year college and university registration will total approximately 1,400,000.

Of the 1,110,000 young men and women who graduated from high schools in 1939, about 400,000 will enter college this fall.

For instructional services in America's schools, for supplies, repairs, new buildings, and equipment for 1 year, there is an approximate expenditure of \$2,659,000,000.

Schools in cities operate approximately 181 days, while those in rural communities are open only about 163 days.

Four million children will be transported to school each day during the 1939-40 school term.

There are approximately 1,073,000 teachers in all types of schools, both public and private and from kindergarten through college, in the United States.

Sixteen States have recently made exhaustive studies of their school systems for the purpose of improving school administration and educational facilities.

Executive Committee Meets

The executive committee of the National Council of Chief State School Officers held a meeting in the United States Office of Education on September 22-23. Members of the committee are: H. E. Hendricks, superintendent of public instruction, Arizona; L. A. Woods, State superintendent, Texas; Bertram E. Packard, commissioner of education, Maine; Colin English, superintendent of public instruction, Florida; M. D. Collins, superintendent of schools, Georgia; Sidney B. Hall, superintendent of public instruction, Virginia; Floyd I. McMurray, superintendent of public instruction, Indiana; Walter F. Dexter, superintendent of public instruction, California; and Mrs. Inez Lewis, superintendent of public instruction, Colorado.

International Convention

The official delegate of the United States to the Eighth International Convention on Public Education held at Geneva, Switzerland, July 17-22, was Walter H. Gaumnitz, United States Office of Education specialist in rural school problems. Dr. Gaumnitz presented a report on educational developments in the United States during 1938-39 and participated in the various discussions coming before the convention.

Attended World Congress

United States Commissioner of Education J. W. Studebaker addressed the World Congress on Education for Democracy in New York City, August 17.

Other representatives of the Office of Education who attended the Congress were Mrs. Katherine M. Cook, Mary Dabney Davis, James F. Abel, Chester S. Williams, Leonard Power, Charles H. Lane, and George A. McGarvey.

Awarded Degree

John E. Brown, president and founder of John Brown University, in Arkansas, conferred the degree of doctor of vocational education upon Robert W. Hambrook, senior specialist in trade and industrial education on the Office of Education staff. Dr. Hambrook spoke to the members of the university graduating class and the degree was conferred in recognition of his outstanding work in the field of aviation education.

JOHN H. LLOYD

In Other Government Agencies

Federal Surplus Commodities Corporation

Expansion of the Federal Surplus Commodities Corporation's school lunch program has been announced by officials of the United States Department of Agriculture, who hope the school lunch program will be serving 5,000,000 undernourished children by the end of the present school year.

Free hot lunches, consisting in whole or in part of surplus commodities, were served last year to an average of 800,000 children per month in 14,000 schools.

The program is carried out by the Federal Surplus Commodities Corporation, in cooperation with the Work Projects Administration, and local educational, civic, and welfare agencies.

Fifty-four different food commodities were distributed last year for use in these school lunches, among which were citrus fruits, dry skim milk and evaporated milk, whole grain cereals and flours, butter, and eggs.

For additional details concerning school lunch programs and how they may be inaugurated in your school, write to H. C. Albin, Chief, Purchase and Distribution Section, Federal Surplus Commodities Corporation, Washington, D. C.

Social Security Board

Preliminary studies of the effects of the amendments to the Social Security Act indicate that about 1 million children will be added to the lists of those now benefiting under one or more of the Government's welfare programs, according to latest reports received from the Social Security Board.

The following figures supplied by the Social Security Board show the trend in the number of recipients of special types of assistance under the Federal Works program for May and June:

	May 1939	June 1939
Recipients of aid to dependent children:		
Families.....	209,000	311,000
Children.....	722,000	748,000
Recipients of aid to the blind.....	68,000	68,000
Persons enrolled in the Civilian Conservation Corps.....	292,000	266,000
Persons receiving student aid under the National Youth Administration.....	371,000	274,000
Persons employed on NYA works projects.....	225,000	213,000

National Youth Administration

Needy Indian students between the ages of 16 and 24, inclusive, attending Government Indian schools and who receive no other Federal assistance in connection with their education are now eligible to participate in the NYA school-aid program.

MARGARET F. RYAN

In Other Countries

Teachers and students of comparative education will be interested in a series of pamphlets now being issued by the Scottish Education Department. They are written for the layman and are intended to give the reader "with no more detail than is required to make its general practices and principles clear, a conspectus of the education system" of Scotland. No. 1 of these educational pamphlets deals with the administration of public education in Scotland and explains concisely and clearly how the schools are handled. Pamphlet No. 2 is on school buildings and their equipment. It includes reproductions of several excellent plans, among them one of the "butterfly" type. The third of the series relates to the teaching profession in Scotland. It begins with a brief history of David Stow and how he opened at Drygate in Glasgow in 1828 the first teachers training college in Great Britain. It tells then in succession how teachers are now educated, their appointment and tenure, and what the salaries, prospects, and pensions are.

All three pamphlets may be obtained from the British Library of Information, 50 Rockefeller Plaza, New York City, for a total of 35 cents.

Geography Without Tears

Schoolboys of the Audley Park Senior School at Torquay, England, have literally built their own world in a little under 4 weeks, says *The School Government Chronicle and Education Review*. On a plot of ground in front of the school buildings they have constructed a complete outdoor geography station, the main feature of which is a full scale concrete map of the world on Mercator's projection, 72 feet long and 54 feet wide.

All the work was done by the boys under the supervision of the headmaster. The site was first leveled and squared off. The outlines of the continents were then built by using strips of plywood secured to pegs driven in the ground. The concrete was mixed, placed in position to a depth of 4 inches and allowed to set before the plywood was removed. Sea spaces between the land masses were filled with light stone chippings, and the map finished off with a neat border of white-painted wood. At each side of the map three white posts were erected to represent different lines of longitude. On these were suspended by means of wires a large brass disk which represents the sun. The station is also equipped with a rain gage, a maximum and minimum temperature thermometer for daily records and posts for recording shadows thrown by the midday sun throughout the year.

After watching a geography lesson in progress on the new concrete map, no onlooker could avoid the conclusion that such a modern and pleasant method has obvious advantages over the old ideas of a well-thumbed textbook containing diagrams which conveyed so little to the young mind.

J. F. ABEL

Books Around the World

(Concluded from page 41)



Posters prepared by Argentine children to advertise exhibit of American children's books.

educational values for international understanding and goodwill. Children in these schools have made approximately 3,500 albums during 1938 which they exchange with a similar number from schools in 31 countries including such far-away places as South Africa and Turkey. In these books they include pictures of the flowers, birds, trees, and sometimes seeds that the children plant. There are examples of the handicraft, composition and pictures of costumes, homes, schools, and other public buildings.

Exhibits such as the section of American Children's books held at the *Amigos del Arte* in Buenos Aires June 21 to July 4, 1939, are an indication that other countries are also concerned with acquainting their young people with Books Around the World. The display was arranged by a group of 32 American publishers with the cooperation of local committees and the Division of Cultural Relations of the Department of State. Similar exhibits were held in Montevideo and Rio de Janeiro. In all three cities the books were donated to local libraries and cultural and intellectual centers after the exhibition closed. The posters used with this article, designed by the Argentine children, indicate that they too recognize the kinship that comes through books which speak of other lands.

November 12 to 18 is another occasion to help children find there is much to delight them between the covers of books. Vicarious experiences gained through reading sincere books that possess vitality may be a potent factor in international understanding.

Public Health Service

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industrial hygiene and other important activities have been created in the State organizations as a result of the financial aid now available. The number of counties having a whole-time health department has almost doubled since 1935.

For 141 years, the United States Public Health Service was an agency of the Treasury Department. The Service was originally allocated to the Treasury Department because of the way in which it was financed. First, a head tax on seamen, later a tonnage tax on vessels was imposed to provide funds for the medical care of seamen. These moneys were paid in to collectors of customs, local representatives of the Treasury Department. Not only were the collectors of customs the fiscal agents of the newly formed Service, but for a time they exercised a supervisory function. Under these circumstances, it was natural that the administrative control of the Service should ultimately devolve on the Treasury Department.

The transfer of the Public Health Service on July 1, 1939, to the new Federal Security Agency is but an outward and visible sign of the broadening concept of public health. In his health security message to Congress on January 23, 1939, the President said: "The health of the people is a public concern; ill health is a major cause of suffering, economic loss, and dependency; good health is essential to the security and progress of the Nation." This concept finds actual expression in the work of the United States Public Health Service which is dedicated to the ideal of national security through the improvement of national health.



American Education Week

(Concluded from page 39)

It is a friendly way,
judging success by happiness and growth;
It is a cooperative way,
emphasizing service to the common good;
It is a democratic way,
based on human brotherhood and the Golden Rule.

And What is Education for the American Way?

It is universal,
opening its doors to all the people;
It is individual,
helping each person to make the most of his talents;
It is tolerant,
seeking truth thru free and open discussion;

It is continuous,
knowing that learning is a lifelong necessity;
It is prophetic,
looking always toward a better civilization.



Governor as Member of Boards

(Concluded from page 56)

Ex Officio Member

As ex officio member of the governing boards the governor occupies a different legal status than as president or chairman. In such capacity he participates in the proceedings of the board along with the other members. Table 2 shows the States where the governor serves as ex officio member of one or more governing boards. The table is so arranged as to indicate the institutions of particular type governed by the board.

Of the 48 States, there are 16 or one-third in which the governor serves as a member ex officio of one or more governing boards. It will be noticed that in one of these States, South Carolina, the Governor while being ex officio member of the boards governing institutions of certain type is at the same time chairman of the boards governing those of other types. Among the 16 States the governor is a member of the board governing institutions of all types as a group in 2 States; institutions of all types except the State university as a group in 1 State; and all teachers colleges as a group in 1 State. He serves as a member of the board governing the State university in 8 States and of the State agricultural and mechanic arts college in 3 States.

Considering the States in which the governor is legally empowered either to serve as head or member of governing boards, it is found that he has been designated to occupy either one or the other position in 25 States. This represents slightly more than half the States. An important point in this connection is whether the governor as head or member of the boards is entitled to vote and thus take a hand in the actual transaction of the business of the boards on the same footing as the regular members. (The legal provisions of the States frequently do not actually specify that the governor is entitled to vote, but in the absence of any provisions to the contrary, this power is interpreted as legally belonging to the governor). The governor possesses this right in all the States with two exceptions. In New Mexico and Wyoming the legal provisions expressly provide that the Governor shall not have the voting privilege as a member of the boards. However, a third State, Arkansas, stipulates that the Governor as president of two boards shall have the privilege of casting a ballot in case of a tie vote.

An unusual arrangement has been adopted by the State of Maryland with respect to having the Governor represented on its governing boards. In that State the Governor is authorized to appoint one or more persons to attend the meetings of the boards. The representatives of the Governor do not have the voting privilege, but are allowed to express their views on any issues under discussion by the boards. While possessing this legal power in Maryland, no Governor so far as is known has taken advantage of it.

Influence Growing

Attention is called to the fact that the governor has also been designated by charters of incorporation of a considerable number of privately controlled higher educational institutions to serve either as president or member ex officio of their governing boards. For instance, the Governor of Connecticut is a member or fellow of the Corporation governing Yale University. Similarly, the Governor of Pennsylvania is president ex officio of the board of the University of Pennsylvania and a member of the board of the University of Pittsburgh. The Governor of New Jersey also serves in the latter capacity on the board governing Princeton University.

On a basis of the facts presented, it is evident that a considerable number of the States has placed the governor on the membership of boards governing higher educational institutions. In such capacity he may participate in their actual administration and management in most instances. Considering this situation together with a prevailing tendency to centralize other supervisory powers in the State's supreme executive officer, there is every appearance that the governor's influence over the institutions is growing.



Industrial Arts in Elementary Education

(Concluded from page 44)

importance from the standpoint of what it does to the child than it is for the creation of a finished product. If through his industrial arts work the child uses materials in a better way, makes wiser choices of clothing or foods, sets for himself some standards of workmanship, and learns to cooperate with others, genuine learning has taken place.

All of these purposes which are evident in the industrial arts activities described point toward this type of school experience as a method of living rather than as a subject field. School programs should be analyzed carefully to discover where and to what extent industrial arts can be used to make learning real and vital to boys and girls.